ED 450 209   AA 001 331

Resources in Education (RIE). Volume 36, Number 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 450 210   CE 080 987

Maryland Workforce Educational Needs Assessment Survey.
SPONS. AGENCY- Maryland Business Roundtable for Education, Baltimore.; Maryland State Dept. of Business and Economic Development, Baltimore.; Maryland Economic Development Commission, Baltimore.; Maryland State Higher Education Commission, Annapolis.; Maryland State Dept. of Education, Baltimore.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; Bachelors Degrees; Change Strategies; Community Colleges; Demand Occupations; *Education Work Relationship; Educational Attitudes; Educational Change; Educational Demand; Educational Improvement; *Educational Needs; Educational Quality; *Employer Attitudes; Employment Qualifications; Graduate Study; High School Equivalency Programs; High School Graduates; High Schools; Job Performance; Job Skills; Job Training; *Labor Force Development; Labor Needs; Needs Assessment; Postsecondary Education; Private Schools; Public Schools; Questionnaires; Role of Education; School Business Relationship; Skill Development; State Surveys;

Skills and career awareness into the K-12 curriculum in Columbus (Ohio) Public Schools. The lesson and project plans are loosely organized by grade level. Each lesson or project plan consists of a brief description of its origin, a lesson overview, grade level indication, background, SCANS skills that are incorporated and applied to workplace skills; materials; procedure; and evaluation. Some lessons also include extensions and examples. Lessons include the following: African-American Music; In-School Job Shadow; Mock Election; Internet Scavenger Hunt; Measuring and Graphing Height; Write a Business Letter; PBJ Assembly Line; Wreath Ornament Assembly Line; Marketing Wreath Ornaments; Is This Occupation for Men or Women?; Accountability for Attendance and Punctuality; Conflict Resolution--An Important Interpersonal Communication Skill; Giving and Receiving Instructions; Develop a Flier; Develop a Brochure about Work Attitudes; Write an Application Letter and Resume; Worksite Questionnaire; Social Interaction; Teamwork Skills; Nutritious Snacks; Design and Build a Skyscraper; Plan a Trip; Women in U.S. History; The Greatest Talk Show Ever--Women in U.S. History; Conduct a Survey about Students; Conduct a Survey about a Topic; Basic Computer Skills; Multi-Media Show; Advertisement; Want Ads; Interpersonal and Social Skills; Occupation Survey; Occupational Economics; and Time for the Real World. (KC)

ED 450 228   CE 081 346

Dineva, Nedka
Effectiveness and Sustainability of the Local School-to-Work Partnerships.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Conference of the Association for Career and Technical Education/International Vocational Education and Training Association (74th, San Diego, CA, December 7-10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Awareness; *Career Education; Career Exploration; Cooperative Education; Cooperative Programs; *Education Work Relationship; High Schools; *Institutional Cooperation; Job Skills; Outcomes of Education; Partnerships in Education; *Program Effectiveness; Program Improvement; Publicity; *School Business Relationship; Skill Development; State Surveys; Statewide Planning; Unions; *Work Experience Programs
IDENTIFIERS- West Virginia

A survey of "STW School-to-Work Partnership Effectiveness and Sustainability" was conducted as part of a larger evaluation of the entire STW efforts in West Virginia. The findings of the study, drawn from responses from 51 STW directors, 53 businesses, and 11 labor organizations, include the following: (1) the partnership concept is essential to achieving full and successful implementation of the STW initiative at the local level; (2) by their involvement in STW, employers are active in helping to develop a local work force development system; (3) the state and federal role is important to the future of STW implementation; (4) appropriate staffing is needed to provide critical activities, coordination, and communication with the partners involved; (5) the STW initiative is a very cost efficient method of providing career awareness, career exploration, and career preparation training activities; and (6) labor unions have made significant contributions to STW.

organizations that reviewed the guide, and the phone numbers and World Wide Web sites of 15 sources of investigative and technical resources. (MN)

ED 450 245 CE 081 392

A National Agenda for Nursing Workforce Racial/Ethnic Diversity. National Advisory Council on Nurse Education and Practice Report to the Secretary of Health and Human Services and Congress.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC. Div. of Nursing.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Persistence; Academic Standards; Adult Education; Change Strategies; Competence; Cross Cultural Training; Cultural Differences; *Cultural Pluralism; Diversity (Faculty); *Diversity (Student); Education Work Relationship; Educational Change; Educational Needs; Educational Policy; Educational Practices; Employment Patterns; Employment Practices; Ethnic Distribution; Ethnic Groups; Higher Education; Interpersonal Competence; *Labor Force Development; Leadership Training; Mentors; Minority Groups; National Programs; Needs Assessment; *Nursing; *Nursing Education; Partnerships in Education; Policy Formation; Position Papers; Professional Development; Promotion (Occupational); *Public Policy; Racial Composition; Recruitment; School Holding Power; Social Integration; Work Environment
IDENTIFIERS- y; Racial Composition; Recruitment; School Holding Power; Social Integration; Work Environment

The National Advisory Council on Nurse Education and Practice (NACNEP) convened the Expert Workgroup on Diversity to advise the NACNEP on development of a national agenda for increasing workforce diversity. The workgroup's 18 members developed recommended goals and actions covering the following broad themes: (1) enhance efforts to increase the recruitment, retention, and graduation of minority students; (2) promote minority nurse leadership development; (3) develop practice environments that promote diversity; and (4) promote the preparation of all nurses to provide culturally competent care. The following were among the specific goals recommended: (1) increase the number of minority faculty in nursing programs over the number reported by the American Association of Colleges of Nurses for 1997-1998; (2) improve the evaluation and accountability for the outcomes of programs funded to increase diversity in nursing; (3) reduce social isolation of minority nurse leaders by increasing opportunities for professional development activities focusing on development of support systems; and (4) create and maintain workplace environments and employee support programs that promote and document recruitment, retention, and advancement of minority nurses. (The bibliography lists 25 references. Information about the workgroup's establishment and operation is appended along with a list of workgroup members.) (MN)

ED 450 246 CE 081 393

Harrington, Penny E.
Recruiting & Retaining Women: A Self-Assessment Guide for Law Enforcement.

six education-focused programs increased earnings above control group levels. In general, however, programs had only small effects on measures of stable employment and earnings growth. Despite their emphasis on skill building as a means to finding better jobs, education-focused programs led to only small increases in stable employment and had almost no effect on earnings growth. (Eight substantial tables/figures are included. Eight additional tables/figures are appended. The bibliography lists 12 references.) (MN)

ED 450 263 CE 081 418

Brown, R. Kipp
4-H Club Goat Guide.
PUB DATE- 00
NOTE- 8p.; Adapted from Publication AS 3-4.059, Texas Agricultural Extension Service.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agricultural Education; *Agricultural Production; Animal Facilities; *Animal Husbandry; Elementary Secondary Education; Guides; Health; Hygiene; *Livestock; Nutrition; *Student Projects; *Youth Clubs
IDENTIFIERS- *Goats; *4 H Clubs

This guide provides information for 4-H Club members who have decided on a club goat project. Topics include general information in the following areas: show rules; facilities and equipment (barns/sheds, fences, feeders, water containers, and equipment); selection (structural correctness, muscle, volume and capacity, style and balance, and growth potential); nutrition (water, protein, carbohydrates and fats, minerals, and vitamins); health (enterotoxemia, internal parasites, urinary calculi, coccidiosis, soremouth, ringworm, pinkeye, illegal drugs, hoof trimming, and dehorning or tipping); management and feeding; and fitting (washing and shearing). (YLB)

ED 450 264 CE 081 419

Wilson, David N.
The German 'Dual System' of Occupational Training: A Much-Replicated but Oft-Failed Transfer.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (San Antonio, TX, March 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; *Adoption (Ideas); *Apprenticeships; Articulation (Education); Case Studies; Comparative Analysis; *Delivery Systems; Developed Nations; Developing Nations; *Education Work Relationship; Educational Administration; Educational History; Educational Legislation; Educational Philosophy; Educational Policy; Educational Trends; Enrollment Trends; Federal Legislation; Foreign Countries; Government School Relationship; Influences; Integrated Curriculum; Job Training; Literature Reviews; Models; National

although the consortia are successfully implementing individual components of tech prep, there remains a need to coalesce the individual tech prep components into comprehensive, career-focused structured programs of study. (MN)

ED 450 279 CE 081 441

Wentling, Rose Mary
Diversity in the Work Force. The Highlight Zone: Research Work No. 4.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adjustment (to Environment); Adult Education; Career Development; Cross Cultural Training; Cultural Differences; *Cultural Pluralism; Definitions; Diversity (Faculty); *Diversity (Institutional); Diversity (Student); Education Work Relationship; Educational Environment; Educational Needs; *Educational Practices; *Educational Research; Ethnic Distribution; Ethnic Groups; Evaluation Methods; Guidelines; *Labor Force Development; Labor Turnover; Literature Reviews; Minority Groups; Needs Assessment; Organizational Climate; Organizational Objectives; Personnel Policy; Postsecondary Education; Program Evaluation; Racial Composition; School Business Relationship; Strategic Planning; Student Evaluation; *Theory Practice Relationship; Trend Analysis; Vocational Education; Work Environment
IDENTIFIERS- on; *Theory Practice Relationship; Trend Analysis; Vocational Education; Work Environment

A literature review was conducted to identify critical work force diversity issues in today's changing workplace and identify ways organizations and career and technical education (CTE) practitioners can increase work force diversity. A broad, all-inclusive definition of diversity was developed that focuses on how diversity affects individuals and organizations and emphasizes communicating a concept of diversity as more than race, gender, affirmative action, and equal employment opportunity. Diversity management strategies belonging to the following six categories were discussed: needs assessment; organizational commitment; business strategy; systems and procedures that support diversity; integration and implementation; and assessment and refinement. The following were among the recommendations offered to CTE practitioners concerned with increasing and managing diversity in the work force: (1) realize that having the ability to work as a team member is a marketable skill and that students need to acquire a level of expertise in teamwork; (2) become knowledgeable about the variety of learning styles and how students from different lifestyles and ethnic backgrounds learn better; (3) work to recruit not only diverse students but also diverse faculty; and (4) build an educational environment that heightens awareness, understanding, and appreciation of cultural and other differences. (Contains 91 references.) (MN)

ED 450 280 CE 081 444

Waits, Mary Jo; Vandegrift, Judith A.
The Achilles Heel of Future Economic Growth: The Workforce Development Challenge. What Is It? How Critical Is It? Who's Doing What To Address It?

Improving Substance Abuse Treatment: The National Treatment Plan Initiative. Changing the Conversation.
PUB DATE- 00
NOTE- 308p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Certification; *Counselor Training; *Drug Education; *Labor Force; Outcomes of Treatment; *Professional Training; *Substance Abuse

This report is the result of five expert panels and six regional public hearings around the country that focused on key persistent issues that have characterized discussions of substance abuse over the years: closing the treatment gap; reducing stigma and changing attitudes; improving and strengthening treatment systems; connecting services and research; and addressing workforce issues. Of particular interest is the Report of Panel V: Addressing Workforce Issues. Panel V identified three types of current workforce issues: education and training; credentialing; and supply, demand, and distribution. The objective of professionals to guarantee universal delivery of optimum standards of care, together with the recent connection between provider reimbursement and education levels, calls for a formal strategy and defines standards for educating and training substance abuse staff. The field also needs a cohesive and unified approach to counseling. Anecdotal evidence of staff shortages exists. The recommendations offered for alleviating these problems fall into three categories: those that address the need for a Federal agency, with responsibility for workforce-related issues such as education and development; those that seek to strengthen the workforce infrastructure in the substance abuse treatment system; and those that require implementation at a field and/or program level. (MKA)

ED 450 297   CG 030 683

Ediger, Marlow
Assessment of Plans for Eliminating Social Promotion (Implications for Counseling and Guidance).
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- After School Education; Cognitive Style; *Counseling; Counselor Role; Elementary Secondary Education; Evaluation; Grade Repetition; Multiple Intelligences; *School Counseling; *School Guidance; *Social Promotion; Standardized Tests; Teacher Role

A major reason for social promotion has been to avoid feelings of failure on the part of the student who has been failed in the past. Failure to achieve academically has meant that the involved student repeats a grade. Feelings of failure make for an inadequate self-concept and might well involve future failure in life. This paper examines which plans might be followed to avoid or minimize social promotion in the different grade levels of public schools. Several types of extra assistance in the classroom are discussed, including additional help from the classroom teacher, after school instruction, holding students back for another year, and utilizing Multiple Intelligences theory and Learning Styles theory in student assessment. Issues related to using student scores on therapy and the special risk and protective factors they possess. This document discusses program objectives, target populations, theoretical underpinnings, components of intervention, and implementation of brief strategic family therapy, using the Spanish Family Guidance Center as a model. It also presents the development of a culturally specific family approach therapy. (Contains 2 figures and 25 references.) (JDM)

ED 450 319 CG 030 750

Lemire, David
The Family Constellation Scale.
PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Rating Scales; *Birth Order; Counseling Techniques; *Family Counseling; *Family (Sociological Unit); Group Dynamics; *Personality Measures; Sibling Relationship

The Family Constellation Scale (FC Scale) is an instrument that assesses perceived birth order in families. It can be used in counseling to help initiate conversations about various traits and assumptions that tend to characterize first-born, middle-born children, youngest-born, and only children. It provides both counselors and clients insights about personality development that may be a factor of birth order. A brief description is provided of the kinds of characteristics associated with different birth positions. Other combinations and factors that may influence perceived birth order are described. The sex of the child, number of years between children, and family values and atmosphere can all have important influences on family constellation. From these traits, the 49 item FC Scale was developed. The manual presents the scale; describes the scoring instructions; establishes range of expected scores for the three subscales; and discusses typical variations and limitations of the scale. Appendix A is "Birth Order and Personality"; Appendix B is "Family Constellation"; Appendix C is "Characteristics of Family Constellation"; Appendix D is "First, Last, or Middle Child-Surprising Differences"; Appendix E is "Why No Two Children in a Family are Ever Alike"; and Appendix F is "Decision-Making Matrix." (Contains 23 references.) (Author/JDM)

ED 450 320 CG 030 766

Newton, Corky
Generation Risk: How To Protect Your Teenager from Smoking and Other Dangerous Behavior.
PUB DATE- 01
NOTE- 213p.; Foreword by John P. Zaremba.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Behavior; *Adolescents; At Risk Persons; Behavior Modification; Case Studies; *Empowerment; Interpersonal Communication; *Parent Child Relationship;

independent. Sections of the paper discuss: introducing the LLAP to tutors; getting started; and suggestions for helping tutors use the record keeping form. Three sample record keeping forms and a bibliography of children's books organized by the three developmental stages are included. The paper also discusses when, during the year, to use the LLAP; the role of the adult when determining a rating; determining the most appropriate text for children; the tutor's role in data recording; aggregating data and constructing reports. Contains 13 references and numerous recording forms and sample data tabulations. Appended are the forms for each stage of literacy development: emergent, beginning, and early independent. (RS)

ED 450 341 CS 014 258

9 Effective Literacy Practices: Based on the Indicators of Capacity for School Reform Project's Massachusetts Literacy Study Findings.
SPONS. AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.; The poster may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Emergent Literacy; *Instructional Effectiveness; Parent Participation; Professional Development; Reading Research; *School Effectiveness; *Teacher Effectiveness; Teaching Methods

Intended for use by teams of educators to spark discussion about current practices and how well their own approaches match identified best practices, this poster suggests nine effective literacy practices associated with improved student performance in the early grades. The nine practices are from a study of elementary schools with higher than average performance on literacy outcomes. Folded in four panels, the poster's back panel presents a short description of the poster, its genesis, and its uses. Opening the first fold, the two inner panels together offer descriptions of nine off-target literacy practices in the early grades that will not lead to strong student performance. Opening each of those folds shows the full poster describing nine on-target literacy practices. These discuss balancing phonics and literature, emphasis on literacy, small groups, staff relationships, professional development, student-centered setting, test preparation, use of information, and role of parents. The poster reminds educators that it is the sum total of practices that makes the difference for student results and the overall school culture--not any one practice. It notes that a discussion could begin with either the on-target poster or the off-target list. (SR)

ED 450 342 CS 014 263

Ready To Read, Ready To Learn: First Lady Laura Bush's Education Initiatives.
PUB DATE- 01
NOTE- 8p.; Foreword by First Lady Laura W. Bush.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

that these regular group meetings promote understandings, provide opportunities for continuous dialogue, and refine thinking about the lowest achieving children, whose successes are continually placed before these groups. (SR)

ED 450 362 CS 014 313

Rodriguez, Yvonne; Askew, Billie; Frasier, Dianne
Descubriendo La Lectura: An Interview with Yvonne Rodriguez.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Early Intervention; *Emergent Literacy; Interviews; Primary Education; Professional Development; *Spanish Speaking; *Teacher Education; *Teacher Educators
IDENTIFIERS- *Reading Recovery Projects

Through an interview with educator Yvonne Rodriguez, this article discusses Descubriendo La Lectura (DLL), the result of educators' efforts in the Collaborative for Reading Recovery in Spanish. It discusses background information about DLL, how it may be implemented, requirements for and means of teacher leader training, and the requirements for teaching children during training. The article further discusses "bridging," the process of learning how to take Reading Recovery from one language to another, and issues related to "bridging" in training teachers and teacher leaders. Finally, the article discusses professional development, and notes states with DLL sites. (SR)

ED 450 363 CS 014 314

Pinnell, Gay Su
The Language Foundation of Reading Recovery.
PUB DATE- 98
NOTE- 6p.; Excerpted from a keynote address to the Third International Reading Recovery Institute (Third, Cairns, Australia, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Early Intervention; *Emergent Literacy; *Instructional Effectiveness; Instructional Improvement; *Language; Language Role; Primary Education
IDENTIFIERS- *Reading Recovery Projects

Arguing that language is the foundation of work in Reading Recovery, this article discusses the role of language from several different perspectives. The first section discusses the role of language in literacy learning. The second section deals with the role of language intervention in supporting learning. The role of language in creating learning networks is the topic of the third section, and the role of language in supporting quality implementation is discussed in the fourth. Finally, the fifth section deals with language, relationships, and maintaining the community. It discusses barriers to community and to forming educational partnerships, and how language and conversation can help to overcome them. (SR)

ED 450 364 CS 014 315

Blanck, Phyllis; Perepeluk, Stephen
Developing School-University Partnerships: Reading Recovery and Project Read in New York City.

ED 450 382 CS 217 423

Opportunity-To-Learn: Standards Statement of Principles.
PUB DATE- 94
NOTE- 8p.; Standards Statement of Principles adopted at the National Council of Teachers of English Opportunity-To-Learn Standards Conference (Washington, DC, July 29-31, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Educational Quality; Elementary Secondary Education; *Equal Education; *National Standards; Politics of Education
IDENTIFIERS- National Council of Teachers of English; *Opportunity to Learn

This document offers collected information about Opportunity-to-Learn Standards, which are intended to provide a framework that makes it possible for all students to have equitable access to high-quality education. The first two sections outline why Opportunity-to-Learn Standards are necessary and what they should do. The Summary states that Opportunity-to-Learn Standards should provide: time for students to learn and reflect; time for teachers to plan, teach, and reflect; appropriate learning resources; and resources from the community. A letter confirms the support of the American Association of Colleges for Teacher Education for the Standards. A list of organizations represented at the Opportunity-to-Learn/Delivery Standards Conference concludes the document. (SR)

ED 450 383 CS 217 424

Achieving High English Language Arts Standards: A Call To Join the Literacy Compact.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *English Instruction; *Language Arts; *Literacy; *National Standards; Parent Participation; *Politics of Education; School Community Programs; School Community Relationship
IDENTIFIERS- National Council of Teachers of English

Arguing that our democratic society needs citizens with advanced language and thinking skills, this paper invites readers to take part in a Literacy Compact in their communities. It first discusses what a Literacy Compact is, describing it as a pact between students, English language arts teachers, parents, school administrators, and communities to work together to improve English language arts learning in their schools. It then briefly discusses the Standards for the English Language Arts defined by the National Council of Teachers of English and the International Reading Association, and the broad goals it holds for students. The next section offers a model Literacy Compact that outlines specific pledges of action for students, English language arts teachers, parents, school administrators, and communities. Two resources to help start a Literacy Compact

Archer, Jennifer
Teachers' Beliefs about Successful Teaching and Learning in English and Mathematics.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Comparative Analysis; Educational Research; Elementary Secondary Education; *English Instruction; Foreign Countries; Interviews; *Mathematics Instruction; *Teacher Attitudes; *Teacher Response
IDENTIFIERS- *Australia; Teacher Beliefs Study; Teaching Perspectives

A paper presented at the Australian Association for Research in Education Conference in 1999 focused on links between beliefs and practices in the teaching of mathematics at the primary and secondary levels. This current paper adds links between beliefs and practices in the teaching of English at the primary and secondary levels. The paper includes both sets of data for comparison purposes. It describes a study in which four primary schools (17 teachers interviewed), three high school mathematics departments (10 teachers interviewed), and two high school English departments (12 teachers interviewed) were visited; interviews were taped and transcribed. It states that teachers' responses were categorized in four ways: practices related to their epistemological beliefs; practices related to their beliefs about motivation; practices related to their beliefs about pedagogy; and attributional beliefs not tied to specific teaching practices. The paper reports that the most marked differences emerged at the epistemological level for mathematics, that is, teachers' conceptions of the nature of mathematics and its place within the school curriculum. It relates that primary teachers tended to see mathematics as tied to students' everyday lives, linked with other aspects of the curriculum, while secondary teachers tended to see mathematics as self contained--their role was to guide students through its orderly, logical structure. The paper notes that such marked differences between primary and high school teachers did not emerge for English, but primary teachers focused on the development of literacy as a basic educational tool, while high school teachers were caught between arguments for functional literacy versus personal development. (Contains 4 tables and 21 references.) (NKA)

ED 450 406   CS 217 452

Crawford, Iain
Building Bridges: A K-16 Articulation Initiative.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Community Colleges; *Educational Cooperation; Elementary Secondary Education;

failure as simply staying in school or dropping out--instead, they resisted establishing definitions at all, by balking at interview questions and repeatedly returning to issues or perspectives. It also finds that other participants articulated a notion of educational success and failure as "phase-like." Contains 4 notes and 27 references. (NKA)

ED 450 427   CS 510 505

Litterst, Judith K.; Tompkins, Paula
Assessment as a Scholarship of Teaching.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Faculty Development; *Faculty Evaluation; Higher Education; *Scholarship; *Teacher Evaluation
IDENTIFIERS- *Conceptual Frameworks; Faculty Attitudes; Praxis

Academic institutions are caught in a position of needing continued commitment to assessment and yet dealing with strong faculty sentiment on the subject. This paper proposes that faculty assessment activity be re-conceptualized according to Ernest Boyer's (1990) "scholarship of teaching"--as a scholarly process whose products make a contribution to the broader conversation about teaching and learning in higher education. In making a case for this rightful elevation of assessment activity by members of the academy, the paper first shows that assessment is not "service," but scholarship. Second, in applying recognized qualities of scholarship, the paper discusses assessment as a legitimate form of research that meets both the definition and spirit of the term. Third, it considers that the fact that much assessment activity is "praxis" (practice, as distinguished from theory) extends its value--and, hence, its value as scholarship--to both scholarly and non-scholarly audiences. Finally, the paper finds that assessment involves a great deal of invention, creativity, development, rigor, and reflection, which moves the activity into the realm of creative and scholarly endeavor and beyond "mere" service. Contains a figure and 31 references. (NKA)

ED 450 428   CS 510 507

Stroud, Scott R.
Multivalent Narratives and Indian Rhetoric: Insights from the "Bhagavad Gita."
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the Western States Communication Association (72nd, Coeur d'Alene, ID, February 23-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Studies; *Classical Literature; *Cultural Context; *Didacticism; *Epics; Literary Criticism; Non Western Civilization; *Rhetoric

Management, and Strengths of Civilization," attempts to explain the superior performance of Japanese students on international tests. Chapter 2, "Factors Shaping Current Japanese Education," explores such traditional influences on schools as Confucianism, Buddhism, nationalism, elitism, and sexism. Chapter 3, "Japanese Educational Weaknesses and American Strengths," reveals weaknesses in the Japanese system, including excessive centralization, rigid controls, neglect of the individual curricular needs of atypical students, overreaching rules, use of corporal punishment, and an excessive emphasis on achievement. Chapter 4, "The Distorting Influence of School Ranking, Entrance Examinations, and Supplementary Institutional Educational Systems on Individuals and Schools," examines the social ramifications of the obsession with entrance exam scores in Japan. Chapter 5, "Societal Attitudes Debilitating American Education and the Compelling Need for Educational Reform," contrasts dominant values that inform attitudes about schools in Japan and America. Chapter 6, "Teaching Morale, Policy Input, Remuneration, Competence, and Professional Education in Japan and the United States," reveals that Japan better promotes teacher morale. Chapter 7, "American and Japanese Curricular Differences," reviews recent changes in curriculum design and vocational programs. Chapter 8, "Conclusion," suggests the educational systems in both nations need to make critical decisions and change attitudes among educational professionals, citizens, and students. (Contains 200 references.) (TEJ)

ED 450 447 EA 030 836

Wall, Milan; Luther, Vicki
Better Schools through Public Engagement.
PUB DATE- 00
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Citizen Participation; Community Attitudes; Community Coordination; Community Resources; Educational Change; *Educational Planning; Educational Principles; Elementary Secondary Education; *Formative Evaluation; Leaders; *Management Teams; Outcomes of Education; *Public Opinion; *School Community Relationship; Teamwork
IDENTIFIERS- *School Leadership Teams

It is increasingly clear that even the best schools must engage in systematic and continuous appraisal of their performance, in partnership with the community. A joint planning process could start by engaging citizens in identifying critical issues, relevant assets, and key strategies that can move the community toward a preferred future. Chapter 1, "Building the Leadership Team," describes strategies for increasing community engagement in reform, explains effective methods of recruiting a school-community leadership team, suggests activities for strengthening the school-community connection, and offers 10 strategies for connecting rural schools to promote economic development. Chapter 2, "Visioning the School-Community We Want," explores the important process of writing a vision statement, the usefulness of the statement in motivating public engagement, and the building of a base for the work of the school leadership team. This chapter includes several visioning and scenario-building activities. Chapter 3, "Identifying Issues," highlights the importance of identifying sources of

Elementary Secondary Education; Instructional Leadership; Leaders Guides; *Leadership Qualities; *Leadership Responsibility; Lifelong Learning; *Motivation Techniques; Organizational Development; *Professional Development; Teacher Effectiveness; Teacher Empowerment; Teacher Motivation; *Team Training; Total Quality Management
IDENTIFIERS- Behavior Management

Standards-based education is likely to remain prevalent in education far into the future. Effective leaders must protect and support teachers, who are the heart of every school. Chapter 1, "The First Key: Understanding Motivation," explores the importance of motivation in promoting change in schools. Teachers and staff can choose to change schools when they have the competence to change, believe potential consequences make efforts to change worthwhile, and perceive a connection to caring colleagues as they attempt to change. Chapter 2, "The Second Key: Communication Skills," argues communication is central during the critical stages of the problem-solving model, including defining problems and exploring solutions. Chapter 3, "The Third Key: Self-Directed Teams," explains the importance of teamwork in generating support for the steps necessary to carry out changes. Effective teamwork requires sharing responsibility, values, and standards of quality. Chapter 4, "The Fourth Key: Continuous Learning," demonstrates the need for principals to continually improve the system within which teachers work to achieve improvements in instructional processes. Chapter 5, "What Are a Leader's Values?" explores such important values as responsibility for one's actions, respect for self, others, and school property, and the importance of hard work. Chapter 6, "What Is a Discovery School?" defines the essential characteristics of effective schools, leadership, and teamwork. Essential assumptions of discovery schools include the primacy of student achievement in measuring success, the need for a community of learners, and the foundational role of team learning. (Contains one appendix, "Assorted Leadership Tools Cross-Referenced to the Text," and a bonus section, "Additional Resources, Training Aids, Forms".) (TEJ)

ED 450 463 EA 030 881

O'Phelan, Mary H.; Norman, Antony D.; Ecton, Gayle W.
Graduation 2010: Third Year Implementation.
PUB DATE- 00
NOTE- 43p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; *Curriculum Evaluation; Educational Change; *Educational Policy; *Educational Quality; *Educational Research; Elementary Secondary Education; Music Education; *Outcomes of Education; *Program Evaluation; School Community Relationship
IDENTIFIERS- *Daviess County School System KY; Kentucky

The third-year implementation of Graduation 2010, a districtwide public-school initiative, had its beginnings in brain-based research and involvement from both school and community. The original plan for the program had eight strands: Arts, Music, Foreign Language, Reading/Language Development, Thinking Skills, Health/Emotional Health, Family Involvement, and Community Involvement. Surveys, similar to those used in the describes receptive school and district environments that are likely to encourage adoption of promising designs. It also reviews the incentives governing the behavior of local stakeholders and considers the possibility that key local actors might be unwilling to cooperate with comprehensive school reform, inclined, in fact, to undermine it. It calls for performance pressures to encourage the adoption of design-based schools and suggests the establishment of state-level incentives to encourage widespread implementation. These incentives are appropriate for all design-based models, whether those proposed by NAS-supported organizations or others. (Contains 33 references.) (DFR)

ED 450 482 EA 030 916

Solomon, Monica; Ferguson, Maria Voles
How To Build Local Support for Comprehensive School Reform. Getting Better by Design, Volume 7.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.; Education Commission of the States, Denver, CO.
PUB DATE- 98
NOTE- 33p.; Volume 7 in a series of 7. For others in the series, see EA 030 910 to EA 030 915.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Community Action; *Community Cooperation; Cooperation; *Educational Change; Elementary Secondary Education; Planning; Public Schools; *School Support; *Staff Development; *Teacher Improvement; Teacher Morale
IDENTIFIERS- *New American Schools

This guide is designed to help school district leaders build public understanding and support for comprehensive school reform (CSR) by introducing the concept to schools, parents, and the community. Without broad-based public understanding and support, it will be difficult for the district to meet its central goal of improving student achievement. The guide can be used to describe the basics of the New American Schools approach to CSR and how it differs from the ad hoc, piecemeal reform attempts that the school district might have tried before. It can be used to answer questions about why a CSR effort is needed. Additionally, it can help assemble a district leadership team to help schools learn more about the NAS models; make the case for CSR to the community; and identify and engage key stakeholders and work with the community to build long-term, community-based support for CSR. The guide was developed from school district and community leaders who have been through the process before. It can help the user to communicate effectively the path and progress of CSR to multiple stakeholders in the community. (Contains 15 references.) (DFR)

ED 450 483 EA 030 917

Estes, Dwain M.
Learning about Problem-Based Learning.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, March 4, 2000).
LANGUAGE- English

ED 450 503 EC 308 259

Linehan, Patrice
Educational Interpreters for Students Who Are Deaf and Hard of Hearing. Quick Turn Around Project Forum. QTA--A Brief Analysis of a Critical Issue in Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; Certification; *Deaf Interpreting; Deafness; Elementary Secondary Education; *Hearing Impairments; *Interpreters; Interpretive Skills; National Surveys; Partial Hearing; Pupil Personnel Services; State Departments of Education; *State Standards; Student Rights
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This brief paper reports on a 1999 survey of all state education agencies (SEAs) regarding the provision of educational interpreting for students with hearing impairments. Specifically, the survey posed questions regarding the number of students served under the Individuals with Disabilities Education Act for whom educational interpreting is necessary, the number of educational interpreters available in the state or jurisdiction, the minimum certification requirements for educational interpreters, and guidelines for the evaluation of those currently employed in such positions. The survey found wide discrepancies between and within states in their capacity to meet the need for educational interpreters. However, SEAs are increasingly moving toward developing guidelines or legislation requiring educational interpreters to be certified or licensed by the state. Other issues addressed include preservice preparation of interpreters, recruitment and inservice training, technical assistance needs, appropriate student needs assessment, and consistency in cost and services. (DB)

ED 450 504 EC 308 260

Fowler, Susan
The SPARK Outreach Project: An Early Education Program for Children with Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 181p.; For related document, see EC 306 268.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; Childrens Literature; Cultural Awareness; Cultural Differences; *Curriculum Design; *Disabilities; Diversity (Student); Family Involvement; *Family Programs; Inclusive Schools; Individualized Education Programs; *Inservice Teacher Education; Literacy Education; Music Education; *Outreach Programs; Postsecondary Education; Preschool Children; Preschool Education; Skill Development; Teacher Workshops; *Teaching Models
IDENTIFIERS- Illinois; Indiana; Kentucky; Louisiana; Minnesota; North Carolina

The purpose of the SPARK Outreach Project was to address the

PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Ancillary School Services; Compliance (Legal); Delivery Systems; *Disabilities; Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Legislation; *Financial Support; *Legal Responsibility; *Private Schools; Pupil Personnel Services; *Student Placement
IDENTIFIERS- Amendments; Child Find; *Individuals with Disabilities Educ Act Amend 1997

This memorandum from the federal Office of Special Education Programs to chief state school officers presents questions and answers related to the obligations of public agencies in serving children with disabilities who are placed by their parents in private schools under the Individuals with Disabilities Education Act Amendments of 1997. The 45 questions address the following areas: (1) Child Find, (2) annual expenditures for parentally placed private school children with disabilities, (3) provision of services, (4) location of services, and (5) miscellaneous. Among specific topics covered are: local education agency (LEA) responsibilities concerning Child Find and children with disabilities attending private or religious schools, evaluation of children with disabilities attending private schools, requirements concerning development of individualized education programs (IEPs) and periodic reevaluations of such children, calculation of the proportionate share for expenditures for services for parentally placed private school children with disabilities, distribution of Part B funds, decisions about service provision to parentally placed private school children, the required services plan, decisions about location of LEA services to private school children, transportation, and private preschool programs. A sample calculation sheet is attached. (DB)

ED 450 523 EC 308 280

State & District-Wide Assessments of School Achievement. Issues in Education. Technical Assistance Bulletin.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Special Education.
PUB DATE- 01
NOTE- 8p.; The development and printing was supported by federal funds appropriated in accordance with the Individuals with Disabilities Education Act.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Accommodations (Disabilities); Academic Achievement; Accountability; Achievement Tests; Compliance (Legal); *Disabilities; *Educational Assessment; Educational Legislation; Elementary Secondary Education; Federal Legislation; Guidelines; *Inclusive Schools; State Legislation; *State Standards
IDENTIFIERS- Alternative Assessment; Amendments; *Individuals with Disabilities Educ Act Amend 1997; Missouri; Missouri Assessment Program; *Outstanding Schools Act (Missouri 1993)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Attitudes toward Disabilities; *Child Caregivers; Curriculum; Day Care; Day Care Centers; *Disabilities; Early Childhood Education; *Family Day Care; *Inclusive Schools; Knowledge Level; Outreach Programs; Program Evaluation; *Training Methods

This report discusses the activities and outcomes of a project designed to expand inclusive child care options for families of young children with disabilities through replication of the SpecialCare model of training, while developing linkages for collaboration through interagency planning groups with priority given to empowerment zone or enterprise communities. The SpecialCare model of training builds on traditional caregiving roles and skills, expanding caregivers' knowledge and level of comfort so that caregivers are willing and able to extend their traditional roles to care for children with disabilities. Training provides information on inclusive child care, getting to know children with disabilities, building relationships with families, including young children with disabilities in daily activities, community services for young children with disabilities, and preparing for the child's arrival. During the past four years, SpecialCare Outreach provided training to 1,235 caregivers and helped 23 sites replicate the SpecialCare model. Evaluation data indicate that SpecialCare training increased caregivers' knowledge and level of comfort, so that caregivers were willing and able to extend their traditional roles to care for children with disabilities. The report discusses the goals of the project, theoretical framework, problems encountered, impact, and future activities. Appendixes include a curriculum outline and training materials. (CR)

ED 450 542 EC 308 301

Copenhaver, John
Conflict Resolution in Special Education and Section 504 through Mediation. Mediators Manual and School Information.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 34p.; Prepared for Bureau of Indian Affairs, Branch of Exceptional Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Arbitration; Compliance (Legal); *Conflict Resolution; *Disabilities; Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Occupational Information; *Parent Participation; Parent School Relationship; Staff Role
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Mediation; Rehabilitation Act 1973 (Section 504)

This manual is designed to familiarize mediators with the mediation process and what will occur during a mediation session. Information is provided on the following topics: (1) mediation in special education under the Individuals with Disabilities Education Act and under Section 504 of the Rehabilitation Act of 1973; (2) advantages of mediation; (3) the no-cost requirements of mediation; (4) requesting mediation; (5) agreeing to mediate; (6) appointment of a

Critic of Women Writers"; "Nation Building or Empire Saving: The Evolution of Russia's Thinking on Relations with the Former Soviet Republic"; "Starting Russian at University: Expectations and Reactions of Students"; "New Developments in Russian Vocabulary"; "Teaching Russian to Adults: A Range of Approaches"; "The Impact of Gorbachev's New Thinking on the Russian Language, 1985-1995"; "Russian in Estonia." Regular features include 'Reviews' and 'Notes for Contributors.' All articles are extensively referenced. (KFT)

ED 450 565 FL 026 415

French Language Arts: Programme d'etudes par annee scolaire. Francais langue seconde--immersion. Septieme annee (French Language Arts: Yearly Curriculum. French as a Second Language--Immersion. Seventh Year).
PUB DATE- 00
NOTE- 91p.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Curriculum; *Educational Objectives; Foreign Countries; *French; *Immersion Programs; Junior High Schools; Listening Comprehension; Oral Language; Reading Comprehension; Second Language Instruction; Second Language Learning; Teaching Methods; Writing Skills
IDENTIFIERS- *Alberta

The report, entirely in French, describes Alberta's curriculum for seventh-year French immersion, as revised in 1998. An introductory section offers background information on the curriculum revision, links between the core curriculum and French immersion, underlying principles of second language instruction, the revised curriculum's objectives and organization, notes on its implementation, and discussion of student autonomy and evaluation. A subsequent section provides a summary of program aims and priorities and performance objectives for each skill area (listening and reading comprehension, oral and written production, and appreciation of the study of the French language). Appended materials include an overview of French language teaching techniques, notes on the context of immersion instruction, and a discussion of the integration of instructional themes and strategies for secondary students. Contains 15 references. (JSS)

ED 450 566 FL 026 416

French Language Arts: Programme d'etudes par annee scolaire. Francais langue seconde--immersion. Huitieme annee (French Language Arts: Yearly Curriculum. French as a Second Language--Immersion. Eighth Year).
PUB DATE- 00
NOTE- 87p.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Curriculum; *Educational Objectives; Foreign Countries; *French; *Immersion Programs; Junior High Schools; Listening Comprehension; Oral Language; Reading Comprehension; Second Language Instruction; Second Language Learning; Teaching Methods; Writing Skills
IDENTIFIERS- *Alberta

The report, entirely in French, describes Alberta's curriculum

DESCRIPTORS- Adult Education; *Bilingual Education; Class Activities; Computer Uses in Education; *Educational Technology; *Educational Trends; Elementary Secondary Education; *English (Second Language); Internet; Limited English Speaking; School Community Relationship; Second Language Instruction; Second Language Learning; Teaching Methods; *Trend Analysis; World Wide Web

This document presents an overview of the latest developments and trends in technology, along with current uses they are being put to for educational purposes, and the ways in which these can best serve education in this country and abroad. In doing so it explores the benefits of technology not just for bilingual learners, but also for teacher education, administrative planning and oversight, and parent involvement in the scholastic life of bilingual students. Issues covered include the following: equity of access; educational software; voice recognition technology; inexpensive devices for Internet access; the wireless Internet and Web; hand-held digital devices; e-books; scanners; educational Web portals; machine translation; pop-up translation, video, and audio; and the new technology billionaire-funded philanthropy. It is concluded that there is a lot of potential in these new technologies for language learning and teaching. Numerous links to a variety of useful Web sites appear throughout the text. (KFT)

ED 450 587 FL 026 603

Clark, Kevin; Garcia, Anita; Gersten, Russell; Goldberg, Ann; Lasken, Douglas; Littlejohn, Jim; Morgan, Cynthia; Munro, Richard K.; Porter, Rosalie Pedalino; Rossell, Christine H.; Siano, Janet
The ABCs Of English Immersion: A Teachers' Guide.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); *Immersion Programs; Language Attitudes; Language Planning; Limited English Speaking; Official Languages; *Politics of Education; Public Policy; Second Language Instruction; Second Language Learning; Tables (Data)
IDENTIFIERS- Proposition 227 (California 1998)

This guide, provided by a partisan education policy public interest group, seeks to answer the most frequently asked questions about teaching, designing, and evaluating an English immersion classroom and the research underpinnings in favor of English immersion. This guide aims to help teachers and policymakers better understand what English immersion is all about and the specific difficulties that affect English language learners (ELLs) at different grade levels, especially older students. After an introduction by Linda Chavez, the guide is divided into three parts and nine chapters. Part 1, "Why English Immersion?" has two chapters: "Is One Year Enough? Can English Learners Attain Proficiency in One-Year Immersion Programs" by Christine H. Rossell; and "What Works? What the Research Says" by Russell Gersten. Part 2, "Nuts and Bolts" has five chapters: "English Immersion for All Grades: The Bethlehem, PA English Acquisition Program" by Ann Goldberg; "Teaching Juan and Maria to Read: Reading Instruction Techniques for English Learners in Primary Grades" by Janet Siano; "Teaching English to High School Students" by Richard K. Munro; "The Design and Implementation of an English Immersion bringing breastfeeding to an end when the child is ready benefits both mother and baby. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 450 611 FL 801 425

Magalhaes, Rebecca; Stone-Jimerez, Maryanne; Allen de Smith, Paulina; Smith, Natalia
Kathy Attends a Mother-to-Mother Support Group Meeting. Mother-to-Mother Support = Josefa Asiste a una Reunion de Grupo de Apoyo de Madre a Madre. Apoyo Madre a Madre.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, DC.
PUB DATE- 00
NOTE- 58p.; For related documents, see FL 801 422-427. Illustrations by Kathy Grossman. Spanish translation by Paulina Allen de Smith and Natalia Smith.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Breastfeeding; *Family Planning; Immigrants; *Mothers; Spanish Speaking

These magazine-sized booklets, one in English, one in Spanish, are in cartoon format and designed to be used by people with limited literacy in English or Spanish. This booklet explains what a mothers' support group is, and that mothers share experiences and information about breastfeeding, invite friends and relatives to attend, and is facilitated by a breastfeeding counselor who lives in the community. They also learn that breastfeeding mothers can eat a variety of foods, breast-size is irrelevant to performance, and that giving a breastfed baby a bottle can interfere with continued breastfeeding. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 450 612 FL 801 426

Magalhaes, Rebecca; Stone-Jimenez, Maryanne; Allen de Smith, Paulina; Smith, Natalia
Kathy Finds Out about the Introduction of Solids. Mother-to-Mother Support = Josefa Descubre Conocimientos sobre la Introduccion de Solidos. Apoyo Madre a Madre.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, DC.
PUB DATE- 00
NOTE- 58p.; For related documents, see FL 801 422-427. Illustrations by Kathy Grossman. Spanish translation by Paulina Allen de Smith and Natalia Smith.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Cynthia Morgan. Numerous data-rich tables are included. (KFT)
DESCRIPTORS- Adult Education; *Breastfeeding; Immigrants; *Infants; *Mothers; Spanish Speaking

These magazine-sized booklets, one in English, one in Spanish, are in cartoon format and are designed to be used by people with limited literacy in English or Spanish. This booklet explains that exclusive breastfeeding means giving no water, liquids, or food; breast milk contains sufficient water to

Zaromatidis). (SLD)

ED 450 633 HE 033 808

Measuring Up 2000: The State-by-State Report Card for Higher Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John S. and James L. Knight Foundation, Miami, FL.; Carnegie Corp. of New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; William R. Kenan, Jr. Charitable Trust, Chapel Hill, NC.; Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 00
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Access to Education; Enrollment; *Higher Education; *Profiles; Report Cards; Research Methodology; State Norms; *State Programs; Student Characteristics; Tables (Data)

This state-by-state report card on higher education was created to assist the United States and each state in assessing and addressing the challenges higher education faces. The report focuses on key areas related to education and training through the baccalaureate degree. Data are from a variety of sources, including public opinion information gathered by Public Agenda. Overall, data suggest that the benefits of U.S. higher education are unevenly and often unfairly distributed. Geography, wealth, income, and ethnicity still play far too great a role in determining the educational opportunities and life chances of Americans. State and national efforts to improve preparation for college and participation in higher education have made a difference, but every state can and should improve its performance in higher education. Much crucial information that would help in improvement is still not being collected. The report sections are: (1) "The National Picture"; (2) "States at a Glance"; (3) State Profiles"; (4) "State Comparisons"; (5) Commentary; and (6) "Methodology." (Contains 6 figures, 50 profiles in tabular form, and 9 other tables.) (SLD)

ED 450 634 HE 033 809

Sorcinelli, Mary Deane
Principles of Good Practice: Supporting Early-Career Faculty. Guidance for Deans, Department Chairs, and Other Academic Leaders.
PUB DATE- 00
NOTE- 18p.; Part of the New Pathways II Project, Forum on Faculty Roles & Rewards. Drawn from "Heeding New Voices: Academic Careers for a New Generation" by R. Eugene Rice, Mary Deane Sorcinelli, and Ann E. Austin, 2000, American Association for Higher Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Deans; Department Heads; *Faculty College Relationship; *Faculty Development; Higher Education; Nontenured Faculty
IDENTIFIERS- *New Faculty

This CRitical Issues Bibliography describes resources that provide an overview of the issues involved for Native American college students, a minority group that is among the least likely to attend college and one that has a low graduation rate. The bibliography concentrates on cultural influences that affect the participation and success of Native Americans in higher education and on issues related to the recruitment and retention of this underrepresented minority. The bibliography also highlights model programs that help some students succeed, and it concludes with literature that discuss the problems and progress Native American students are making in the health professions, science, mathematics, and engineering. The bibliography concludes with sections on directories and Internet resources useful to researchers studying Native Americans in higher education. The annotated bibliography describes 53 resources, of which only the 2 Internet resources are not available through the ERIC database. (SLD)

ED 450 657 HE 033 833

CRitical Issues Bibliography (CRIB) Sheet: Hispanic Serving Institutions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 11p.; For other CRIB Sheets, see HE 033 821 and HE 033 832-836.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *College Students; Higher Education; *Hispanic American Students; Institutional Characteristics; *Minority Groups; *Resources; School Holding Power; Spanish Speaking; *Student Recruitment

The resources described in this annotated bibliography are selected to help those working at Hispanic serving institutions (institutions with at least a 25% Hispanic student population) and other institutions that serve Hispanic students. The bibliography highlights literature about recruitment and retention of Hispanic students. The resources are grouped into these categories: (1) guidance for college; (2) recruitment and retention; (3) instructional techniques; (4) college experience; and (5) institutional challenges. The bibliography describes 32 resources, all of which are available from the ERIC database. (SLD)

ED 450 658 HE 033 834

CRitical Issues Bibliography (CRIB) Sheet: Gay, Lesbian, Bisexual College Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 12p.; For other CRIB Sheets, see HE 033 821 and HE 033 832-836.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *College Students; *Educational Environment; *Higher Education; *Homosexuality;

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Choice; Colleges; Higher Education; *Institutional Characteristics; Student Attitudes; *Student Costs; *Undergraduate Students
IDENTIFIERS- *Return on Investment

This study investigated the reasons full-time, first-year undergraduates gave for choosing to enroll at colleges with higher sticker prices, how they paid their expenses, and the educational experiences associated with attendance at these schools. It also reviews how satisfied they were with their choices, how they rated the educational experience, how they paid for the education, and their first-year persistence. Undergraduates from public colleges with sticker prices below $12,000 a year were used as comparisons, and a third group of undergraduates at public and private institutions with sticker prices below $12,000 was included in the tables of the report, but not in the analyses. The primary data sources was the National Postsecondary Student Aid Study (NPSAS:96). Almost all of the students at the higher sticker price schools were traditional in the sense of being single, younger than 24, or financially dependent on their parents. More of the undergraduates at these more expensive schools went to college out of state, and 92% lived on campus. Financial aid was received by 79% of the high sticker price students, in comparison with 69% of students at the lower cost public colleges. Four influences differentiated full-time first-year undergraduates from the higher sticker price schools: (1) the influence of institutional reputation; (2) receiving more financial aid; (3) influence of faculty reputation; and (4) the school's job placement rate. Students in both groups were generally satisfied with their social and extracurricular activities, and student satisfaction with academics was higher at the higher sticker price schools. Appendixes contain a glossary and technical notes. (Contains 18 tables, 6 figures, and 18 references.) (SLD)

ED 450 679 HE 033 855

Zucker, Brian; Dawson, Royal
Credits and Attainment: Returns to Postsecondary Education Ten Years after High School. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
PUB DATE- 01
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Credits; College Preparation; Demography; *Educational Attainment; Educational Experience; *High School Graduates; High Schools; Higher Education; *Income; *Student Characteristics; Tables (Data); Work Experience
IDENTIFIERS- High School and Beyond (NCES); *Return on Investment

This analysis examined 16 student characteristics and their association with earnings 10 years after high school. The study used data from the High School and Beyond Longitudinal Study (HS&B) and the HS&B Postsecondary Education Transcript (PETS) file. The information in these files was gathered through a nationally representative survey of high school sophomores in 1980 with several follow-up surveys. To facilitate the analysis, characteristics were organized around four broad up the practical "hands-on" lectures in the workshops. Machinery is demonstrated and the students get a practical introduction to using the equipment. Students must attend this practical and complete the online tests to be judged "competent" to use the machinery on their own at a later date. This paper outlines problems that have arisen from the traditional method of teaching the course. It then discusses the author's experimentation with a number of different teaching strategies, the first attempt which was to videotape the lectures. The next strategy was to present the material on the Web using a browser. The remainder of the paper discusses the design of the package, its applications, and the benefits of the feedback from student evaluations. (AEF)

ED 450 698 IR 020 578

CNN Newsroom Classroom Guides, February 2001.
PUB DATE- 01
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of February 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: Libyan intelligence agent is convicted of the Lockerbie bombing, and Polls indicate that Ariel Sharon is leading the Israeli election (February 1-2); CNN special report--a firsthand account of the conflict in the Middle East with a focus on youth of the region, Israelis go to the polls to elect a prime minister, Israelis choose Ariel Sharon as their new prime minister, the space shuttle takes off on a high pressure mission, and U.S. President Bush sends his tax cut plan to Congress (February 5-9); the public gets its first look at the human genome, federal appeals court rules against Napster, President Bush plans to modernize the U.S. military, congress questions television executives on the media's coverage of the 2000 U.S. presidential election, and President Bush plans to visit Mexico (February 12-16); Texas is the model for President Bush's educational testing plan, an FBI agent is accused of spying for Russia, Napster offers record labels a one billion dollar deal, investigators examine pardons granted by former President Clinton, (February 20-23); ten years have passed since the end of the Gulf War, President Bush's tax cut plan is becoming a test of his leadership ability, and President Bush presents his first budget to Congress (February 26-28). (AEF)

ED 450 699 IR 020 580

EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, California, October 26-29, 1999).
PUB DATE- 99
NOTE- 571p.; For selected individual conference papers, see IR 020 581-603.
LANGUAGE- English

*Statewide Planning; Tables (Data); Universities; Vo Employer Surveys; *Maryland
IDENTIFIERS- Employer Surveys; *Maryland

The Maryland Workforce Educational Needs Assessment Survey was conducted to determine employer satisfaction with Maryland's educational systems and to identify areas where more training is needed. In June 1999, questionnaires were mailed to 8,175 Maryland employers. An additional 2,395 questionnaires were sent to business organizations and local chambers of commerce for distribution to their members. The 525 completed surveys reflected a diverse distribution of industries, geographic locations, and company sizes. The following were among the main findings: (1) Maryland had increasing difficulties filling positions requiring nearly every educational level; (2) approximately two-thirds of responding employers rated four-year colleges and universities and graduate programs above average to excellent, whereas only 18% rated public high schools better than average; (3) employers listed more than 1,000 types of jobs for which qualified applicants are difficult to find; (4) 45% of employers believed that the lack of qualified employees has affected their firm's ability to do business in Maryland over the past year; and (5) based on critical occupational needs identified, workers will need technical computer-related skills, managerial skills, and basic skills; and (6) specialized skills training offered by Maryland employers is increasing. (Thirty-three tables/figures are included. The survey instrument is appended.) (MN)

ED 450 211 CE 081 154

Career Connecting in a Changing Context: A Summary of the Key Findings of the 1999 National Survey of Working America. A White Paper for National, State and Local Policy Makers Presenting the Survey Results and Policy Questions Raised by These Results.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 00
NOTE- 12p.; For the results of the fourth National Survey of Working America conducted by The Gallup Organization, see CE 081 155.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Computers; Adults; *Career Change; Career Choice; *Career Counseling; Career Development; Career Information Systems; Career Planning; *Computer Literacy; Computer Uses in Education; Computers; Disadvantaged; *Employee Attitudes; Employment Patterns; Employment Services; Futures (of Society); Global Approach; Internet; Job Applicants; *Job Application; *Job Search Methods; Job Skills; Lifelong Learning; National Surveys; Occupational Information; Student Certification; Work Attitudes
IDENTIFIERS- Globalization; *National Survey of Working America

This report highlights findings from the fourth National Survey of Working America conducted for the National Career Development Association. The survey gathered information through interviews with a national sample of 1,003 adults, 18 years of age or older, representing a total population of 185.2 million adults, in summer 1999. The study examined adults' attitudes and experiences related to work and the selection of a career or job, including the use of technology, particularly the Internet, for disseminating career and job information; the

Problems in STW include lack of understanding of the concept by the partnership members, lack of support from educators, lack of funding, lack of opportunities for work-based learning, and legal and transportation issues. Proposals for the future include promoting legislation to provide incentives to employers participating in STW, providing funding for personnel for STW, and increasing public knowledge about STW through a public information campaign. (KC)

ED 450 229 CE 081 362

Wonacott, Michael E.
CTE Contributions to Learning and Earning. In Brief: Fast Facts for Policy and Practice.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Apprenticeships; *Associate Degrees; Bachelors Degrees; Blacks; Demography; *Education Work Relationship; Females; Higher Education; Hispanic American Students; *Integrated Curriculum; Males; *Outcomes of Education; Salary Wage Differentials; Two Year Colleges; *Vocational Education; *Wages; Whites

A large body of research, especially from the 1990s, demonstrates the positives of Career and Technical Education (CTE). The research shows that associate degree holders enjoyed average earnings 20-30 percent higher than high school graduates (while baccalaureate degree holders had average earnings 30-40 percent higher than those of high-school graduates). Some data showed slight benefits for certificates, although no research is available on the benefits of proprietary certificates, such as in computer software. Apprenticeships led to 20 percent higher earnings for black and white men, while Hispanic men enjoyed earnings about 35 percent higher. Women showed no income advantage from apprenticeships. Although two-year-degree holders had higher average earnings, income varied by field of study, with those in academic fields showing the lowest gains and those in technical fields showing higher gains. For women, two-year degrees in business and health-care fields led to the highest gains. In addition, persons who found employment related to their field of study reaped the greatest earning benefits, both at the associate and at the baccalaureate degree level. A recent (2000) National Center for Education Statistics study also found that high school students with a combined vocational concentration and a college preparatory curriculum academically out-performed vocational only concentrators and were statistically indistinguishable from those who completed a college preparatory curriculum only. (Contains 14 references.) (KC)

ED 450 230 CE 081 363

Wu, Robert T. Y.
Integrative Curriculum Planning in Technological and Vocational Education in Taiwan, Republic of China.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Conference of the Association for Career and Technical Education/International Vocational Education and Training Association (74th, San Diego, CA, December 7-10, 2000).

SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 00
NOTE- 213p.; Contributing authors are Katherine Spillar, Kimberly A. Lonsway, Roberta Webber, Katherine A. Baldwin, Alexandra Besser, Steven Stanard, Carol Daly, Debra Haugen, Richard Rappoport, and Ronald Webber.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Awards; Career Ladders; Check Lists; Compliance (Legal); Discipline; *Employed Women; Employment Interviews; Employment Opportunities; Equal Opportunities (Jobs); Evaluation Criteria; Evaluation Methods; Family Work Relationship; Guidelines; Job Application; Job Performance; Job Training; *Labor Turnover; *Law Enforcement; Laws; Legal Responsibility; Medical Evaluation; Mentors; Models; Personnel Evaluation; Personnel Management; Personnel Policy; Personnel Selection; Pregnancy;
IDENTIFIERS- California (Los Angeles); California (Sacramento); Colorado (Boulder); Connecticut (New Haven); Florida (Gainesville); Michigan; Oregon (Portland); Police Abuse

This document presents information, guidelines, and resource materials to help law enforcement administrators address issues related to recruiting and retaining women in law enforcement. Its 14 chapters contain the following sections: statement of the problem; legal issues; possible solutions, model policies, and practices; expert assistance, reference materials, contact persons, and other useful information; and a checklist. The chapter topics are as follows: the advantages of hiring and retaining more women; assessing a law enforcement agency; developing job descriptions; recruiting quality candidates; removing obstacles in the selection process; designing quality recruit academies and field training programs; mentoring to increase retention; valuing civilian employees; implementing family-friendly policies; monitoring performance evaluations; assignments and promotion; preventing sexual and gender harassment, discrimination, and retaliation; ensuring impartial internal investigations and discipline systems; and developing effective awards and recognition programs. The following are among the items appended: the Feminist Majority Foundation and National Center for Women and Policing' study "Gender Differences in the Cost of Police Brutality and Misconduct: A Content Analysis of LAPD (Los Angeles Police Department) Civil Liberty Cases: 1990-1999"; job descriptions from selected police departments; sample recruiting posters; and sample policies on various topics. Concluding the guide are lists of 6 areas for further research, 105 works cited, and 20 suggested additional resources. (MN)

ED 450 247 CE 081 394

Hendry, Chris
New Technology Industries. Skills Task Force Research Paper 10.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Biotechnology; Business Skills; *Demand Occupations; Developed Nations; Education Work Relationship;

Programs; Noncollege Bound Students; On the Job Training; Participation; Partnerships in Education; Postsecondary Education; Program Administration; Public Policy; *School Busines *Germany
IDENTIFIERS- *Germany

Germany's Dual System, which consists of in-school and in-enterprise components, facilitates entry into 374 recognized technical, white-collar and blue-collar occupations listed in training regulations that are grounded in legislation. The Dual System's origins and development in Germany were examined along with several attempts to replicate the German model in other countries. The literature on transfer and replication of the Dual System model was reviewed, and micro case studies of attempts to adopt the German model in the following countries were presented: Botswana; Costa Rica; the Dominican Republic; India; Indonesia; Lebanon; Seychelles; Singapore; and Sri Lanka. Reflections of Germany's Dual System in United States work-based youth apprenticeships were also considered. Of all the countries examined in the micro case studies, only Singapore seems to have replicated the German record of participation of 64%-81% of 16- to 18-year-olds in the Dual System. It was concluded that integration of academic and technical-vocational curricula is extremely difficult in nations where technical and vocational education and training is often perceived to be second-class education. It was further concluded that Germany's culture of in-firm training may be the most difficult-to-develop attribute of the Dual System in developed and developing nations alike. (Contains 52 references.) (MN)

ED 450 265 CE 081 421

Borthwick, Jessie; John, David; Werner, Mark
Evidence of Skill Shortages in the Automotive Repairs and Service Trades.
PUB DATE- 00
NOTE- 36p.; For a more detailed statistical report on automotive repairs and service trades, see CE 081 423.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Adjustment (to Environment); Apprenticeships; *Auto Body Repairers; *Auto Mechanics; Change Strategies; Education Work Relationship; Educational Change; *Educational Needs; Employer Attitudes; Employment Opportunities; Employment Patterns; Employment Projections; *Employment Qualifications; Enrollment Trends; Foreign Countries; Job Skills; Job Training; Labor Force; Labor Force Development; *Labor Needs; Labor Turnover; Needs Assessment; Postsecondary Education; Recruitment; Secondary Education; Skill Development; Tables (Data); Technological Advancement; *Trade and Industrial Education; Trainees; Trend Analysis; Work Environment
IDENTIFIERS- *Australia; TAFE (Australia)

The demand for and supply of skills in the automotive repairs and service trades in Australia were examined to identify skill shortages in the industry. Special attention was paid to the following items: (1) the industry's demand for skills (employment levels; growth; and prospects); (2) the supply of skills to the industry's existing work force (new apprenticeship patterns and trends; training undertaken through nonapprentice pathways; migration as a source of automotive skills; skills wastage from the automotive occupations); and (3) employers' recent experience of skill shortages (vacancy

PUB DATE- 98
NOTE- 40p.; Prepared for the Greater Phoenix Economic Council.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Agency Cooperation; Economic Development; Education Work Relationship; Employment Opportunities; *Employment Patterns; Employment Programs; Futures (of Society); Government School Relationship; Job Skills; *Job Training; *Labor Force Development; *Labor Needs; School Business Relationship; *State Programs
IDENTIFIERS- *Arizona (Phoenix)

Arizona businesses are facing a dearth of skilled workers. The work force deficit is about quantity and about quality. It is both an immediate problem and a long-term problem. It is a threat to business competitiveness and Arizona's competitive advantage, and it challenges both industry and government to find solutions. Currently the State of Arizona is expanding work force development by establishing a new Governor's Council on Workforce Development Policy and an Office of Workforce Development Policy in the Arizona Department of Commerce to coordinate the existing myriad of independent, overlapping programs and services. Arizona is also creating a system that connects work force development and economic development activities, and the state is creating a system that tightly links industry to the design and ownership of work force programs and services. The Greater Phoenix Economic Council could take a greater role in work force development by providing leadership, coordinating various programs, recruiting talent from Mexico, and working with business and government to promote and develop needed skills. (An appendix provides charts, graphs, and other transparency masters for a presentation on work force development needs in Arizona and Phoenix.) (KC)

ED 450 281   CE 081 445

Welch, Nancy; Sandler, Linda
Project STRIDE: Welcome Revivals.
PUB DATE- 99
NOTE- 28p.; "Submitted to City of Phoenix Community and Economic Development and Key Community Center."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Community Development; Cooperative Programs; Education Work Relationship; Employment Potential; *Employment Programs; Institutional Cooperation; Job Placement; Job Skills; *Job Training; Labor Force Development; *Outcomes of Education; Poverty Areas; *Program Effectiveness; *Program Evaluation; Wages
IDENTIFIERS- Arizona (Phoenix)

Project STRIDE was conducted at Keys Community Center in Phoenix, Arizona, to create job linkages and prepare local people for jobs in distressed areas through relationships among residents, employers, and service providers. The project's components include a community jobs team, group employability training, goal-setting, computer training, job seeking and retention skills, linkages with area employers, case management, and follow-up. On-the-job training with a major manufacturer was used at the beginning of the project, but was discontinued. An evaluation of the project after 16 months was conducted through interviews and discussions with staff, instructors, and standardized tests and other approaches that place pressure on teachers to have students achieve at a higher rate are discussed. (MKA)

ED 450 298 CG 030 692

Cantwell, Migel; Fajth, Gaspar; Gantcheva, Roumiana; Kolev, Alexandre; Micklewright, John; Marnie, Sheila; Motivans, Albert
Young People in Changing Societies. Regional Monitoring Report, No. 7. The MONEE Project, CEE/CIS/Baltics.
PUB DATE- 00
NOTE- 187p.; Funding provided by the Italian government, UNICEF Regional Office for CEE/CIS/Baltics and the World Bank.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Crime; *Democracy; *Economic Change; Elementary Education; Employment; Family Life; Foreign Countries; Health; Secondary Education; Social Responsibility; *Young Adults
IDENTIFIERS- Commonwealth of Independent States; Europe (Central); Europe (East); *Transition Management

This report covers countries in transition--the 27 nations of Central and Eastern Europe and the Commonwealth of Independent States--that embarked on market and democratic reforms after the collapse of the Iron Curtain. The theme is a generation in transition--65 million young people aged 15-24. Are these youths better off? Are they healthier or safer? More or less educated? How do they participate in the economic, social, and political life of their countries? What about family life? What do they think and how do they feel about their changing societies? This report addresses the answers to these questions. It identifies a number of significant gaps between the views and capacities of youth in the region on the one hand and their realities and achievements on the other. The analysis also finds growing similarities between youth in transition and those in other industrialized countries, especially those in Western Europe. It also discusses how youth can be empowered to seize new opportunities while avoiding greater hazards. Issues that should be considered when developing youth-friendly policies are suggested as well as ways to help these policies be more effective. (Contains a statistical annex, glossary, bibliographic notes, and an extensive bibliography.) (MKA)

ED 450 299 CG 030 695

Framing New Directions for School Counselors, Psychologists, & Social Workers. A Center Report.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Certification; Counseling Services; *Counselor Role; Counselor Training; Educational Change; Elementary Secondary Education; Intervention; Prevention; Professional Development; Programs; Pupil Personnel Workers; School Community Relationship; *School Counselors; *School Psychologists;

Prevention; *Smoking
IDENTIFIERS- Addictive Behavior; *Risk Taking Behavior

Teenagers are presented with increasing degrees of freedom and exposure to risk in the current fast-paced electronic age. Teenagers challenge parents to help them find ways to overcome the risks around them. This book speaks to the parent child relationship and provides parents with insights on how to protect their children from the dangers around them or those that they may seek out. Part One begins by analyzing the characteristics of this current generation of risk-takers. It provides parents with information about the motivations and culture of this generation. In Part Two, ideas are presented that parents can employ to have more effective communication with their teenagers. It discusses how to handle teens smoking and what parents can do if they are smokers themselves. Part Three explains what steps to take if parents find out that their teenager has started smoking. It offers advice on what to say, offers facts on smoking and addiction, and provides tips on how to reach them. The information aims to empower teenagers to repel the threat or enticement of smoking. Case studies are presented throughout the book and serve to shed light on the attitudes and issues that pertain to this generation. (Author/JDM)

ED 450 321 CG 030 767

Chaiken, Marcia R.
Violent Neighborhoods, Violent Kids. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *At Risk Persons; Community Involvement; Community Programs; Delivery Systems; Interpersonal Competence; Juvenile Justice; *Males; Parent Participation; Violence; Youth Problems
IDENTIFIERS- District of Columbia; Juvenile Justice Delinquency Prevention Office

This document reports on findings that describe the characteristics of delinquent males and the resources available to them for social skills building in the Washington, D.C. area. The study looked at the types of delinquent behavior found among boys living in the three most violent neighborhoods in Washington, and the role played by families, schools, churches, and youth-serving organizations in helping them. It also identified where and when violence involving children was taking. Finding few differences between violent juvenile offenders in D.C. and those in other cities, the study concluded that its findings could be used as a catalyst for new initiatives to reduce juvenile violence in the District. Since the research was completed the District has reorganized its funding delivery system for juvenile justice and delinquency prevention efforts. As a result, partnerships have been formed and enhanced resources are available for youth-serving agencies to develop new policies, practices, and service delivery programs. (Contains 3 tables, 4 figures, and 35 references.) (Author/JDM)

ED 450 322 CG 030 768

Meth, Marcia; Chalmers, Rebecca; Bassin, Gail
Pulse Check: Trends in Drug Abuse, Mid-Year 2000.

DESCRIPTORS- *Educational Policy; Elementary Education; *Emergent Literacy; Politics of Education; Program Descriptions; *Reading Instruction; *Reading Programs
IDENTIFIERS- *Bush (Laura)

Stating that it is essential that children have parents, teachers, and others in their lives who prepare them for success in school and in life, this document presents First Lady Laura Bush's education initiatives. Following a foreword by Laura Bush, which concludes that children who are able to read will be ready to learn and ready to lead, the document is in four parts. The first section, "Bringing What Works to Parents," describes "Reach Out and Read," an early literacy program supported by Mrs. Bush. The second section, "The Tools to Teach What Works," describes how the Cone Head Start Center in Dallas, Texas, inspired Mrs. Bush's "Ready to Read" program. The third section, "Recruiting the Best and the Brightest," describes the programs that recruit talented, well-qualified people for the teaching profession (Teach for America, The New Teacher Project, and Troops to Teachers). The article's final section, "Strong Teachers, Strong Families, Strong Students," sums up Mrs. Bush's education initiatives. (SR)

ED 450 343 CS 014 264

Graham, Margaret Jan
A Picture (Book) Is Worth a Thousand Words.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Instructional Effectiveness; Interdisciplinary Approach; *Language Arts; *Literacy; *Middle School Students; Middle Schools; *Picture Books; Teacher Role
IDENTIFIERS- Concept Acquisition

This paper elaborates on using picture books in the classroom--not just for young students' recreational reading, but also as a creative method for introducing complex concepts to the middle school adolescent. The paper contends that the language arts classroom needs to become a secure community where students are "pulled into" literacy learning situations because the topics are interesting to them. It states that one way to introduce literary elements and writing concepts to middle school students is through the use of picture books-- whose stories simplify various language arts themes and concepts so students can apply and extend themes, literary elements, and writing concepts to grade level tasks. It also finds that another value of picture books for the older reader and writer is the opportunity they present for examining form and structure. The paper illustrates how one teacher uses picture books in every unit of study throughout her school year. It concludes that regardless of age and grade level, students, even older ones, need the careful step-by-step learning experiences that picture book lessons can provide. It stresses that picture books have an important place, enhancing math concepts, history lessons, science experiments, human relations development, and, of course, the language arts curriculum. Contains 5 figures and 10 references. (NKA)

ED 450 344 CS 014 265

PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *College School Cooperation; Early Intervention; *Emergent Literacy; Higher Education; *Partnerships in Education; Politics of Education; Primary Education; Program Descriptions
IDENTIFIERS- New York (New York); *Project READ; *Reading Recovery Projects

This article describes a partnership between the Reading Recovery Project at New York University and Project Read, a literacy program of the Board of Education in New York City. The first section details how Reading Recovery and Project Read became working partners. The second section discuses the crucial importance of administrative support, notes increasing numbers of trained Reading Recovery teachers within school districts, and points out positive results. The third section discusses ongoing challenges. It notes teacher leaders' responsibilities as they implement Reading Recovery in all its complexity, and states that pulling teacher leaders away from their primary roles of implementing Reading Recovery will eventually have a serious detrimental impact on the program. (SR)

ED 450 365 CS 014 317

Jones, Noel
Putting Teacher Visits into Perspective.
PUB DATE- 95
NOTE- 7p.; Published twice annually.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Elementary Education; *Emergent Literacy; *Inservice Teacher Education; *Instructional Improvement; *Professional Development; *Reading Instruction; Teacher Effectiveness
IDENTIFIERS- *Reading Recovery Projects

This article, intended for Reading Recovery teacher leaders, site coordinators, and trainers, discusses the issue of field visits by teacher leaders to teachers. The article argues that it is helpful, in considering field visits to teachers, to understand the various means of assisting performance described by Tharp and Gallimore in 1988. The first part of the article discusses the applicability of the following categories to the interactions between teacher leaders and teachers on visits: modeling; contingency management; feeding back; instruction; questioning; and cognitive structuring. The second part of the article offers suggestions on how teacher leaders might adjust their interactions on visits as teachers develop in their new roles, considering how learning changes over time as teachers work toward the goal of self-actualization. It discusses focus, intervention, post-lesson discussion, and expectations for teacher independence for early visits, visits at the mid-point of learning, and visits late in the learning cycle. (SR)

ED 450 366 CS 014 319

Lyons, Carol A.
Applying Constructivist Principles in Reading Recovery Professional Development Classes: Insights from Seven Hundred

are noted at the end of the document. (SR)

ED 450 384   CS 217 425

The National Language Policy.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Rights; Educational Policy; *English Only Movement; *Language Role; *Official Languages; Position Papers
IDENTIFIERS- *Conference on Coll Composition and Communication; Hayakawa (S I)

The National Language Policy is a response to efforts to make English the "official" language of the United States. In 1981, Senator S.I. Hayakawa sponsored a constitutional amendment to make English the official language of the United States, and ever since then, variations on his proposal have been before Congress. This position paper of the members of the Conference on College Composition and Communication contends that "English Only" is unnecessary, unrealistic, educationally unsound, unfair and dangerous, invasive, counterproductive, and unconstitutional. The paper outlines a language policy with three inseparable parts: (1) to provide resources to enable native and nonnative speakers to achieve oral and literate competence in English, the language of wider communication; (2) to support programs that assert the legitimacy of native languages and dialects and ensure that proficiency in an individual's mother tongue will not be lost; and (3) to foster the teaching of languages other than English so that native speakers of English can rediscover the language of their heritage or learn a second language. The paper notes that many professional organizations oppose "English Only." Contains 8 references. (NKA)

ED 450 385   CS 217 426

Teaching Storytelling: A Position Statement from the Committee on Storytelling.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Instructional Effectiveness; Position Papers; *Story Telling
IDENTIFIERS- National Council of Teachers of English; Personal Experiences; *Story Telling by Children

Once upon a time, storytelling was the medium through which people learned their history and came to make sense of their world. But after the invention of the written word, oral storytelling was foolishly cast aside and the respect for storytelling as a tool of learning was almost forgotten. This position statement by the Committee on Storytelling of the National Council of Teachers of English argues that storytelling can still be useful in the classroom. The statement first elaborates on what storytelling is and gives some reasons for including it in school, both as practiced by teachers and by students. It then offers some suggestions as to just how teachers can include storytelling for effective instruction in their classrooms. (NKA)

*English Curriculum; English Departments; Higher Education; *Public Education; Student Needs; *Writing (Composition)
IDENTIFIERS- Bridgewater State College MA; Contextualization

This paper paints the overall picture and contextualizes a project on K-16 articulation in southeastern Massachusetts. The paper first describes the project and then addresses three broad areas: the state climate in higher education in Massachusetts; the regional context of such a project within the southeastern area of the state; and the relevance to the project of a broad climate of change at Bridgewater State College, the lead institution in the initiative. It explains that the project was the brainchild of Bridgewater's then provost who wrote a grant to the State Board of Higher Education to increase formalized communication between K-12, the community colleges, and the 4-year institution. The paper points out that working in the articulation project was a way to educate the Bridgewater English department about teachers in other segments, about student needs, and about composition teaching in general. (NKA)

ED 450 407   CS 217 453

Dwyer, Edward J.
Learning Words with Common Rimes.
PUB DATE- 01
NOTE- 9p.; The figure may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Educational Games; Learning Activities; Oral Language; Primary Education; *Rhyme
IDENTIFIERS- *Word Learning

An extensive research review by M. Adams (1990) led her to the conclusion that providing instruction and reinforcement in learning common rimes is highly beneficial in fostering growth in learning to read. While substantial amounts of reading, either independent or with partners, is critical in learning words with common rimes, focused study is also helpful. The Word Challenge Game offers such an opportunity for focused study. This paper presents the basic structure for the game with step-by-step details. The paper suggests that older students might work with younger students in the Word Challenge Game, and that the game could be a great activity for children and their parents to do at home. Appended is a list of common rimes and key words. (NKA)

ED 450 408   CS 217 455

Smith King, Nita J.; Harrison, Helen M.
Enhancing Comprehension of Parables: Putting Children through Their P.A.C.E.S.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (31st, Sydney, Australia, December 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; *Folk Culture; Foreign Countries; *Literary Devices; Primary Education; *Reading Comprehension; *Reading Research; *Reading Skills
IDENTIFIERS- Australia; *Parables

IDENTIFIERS- *Bhagavad Gita; Hinduism; Indian Literature; Mahabharata; Narrative Paradigm; Narrative Theory

The "Bhagavad Gita" is a didactic dialogue inserted approximately in the middle of an immensely long Indian epic entitled the "Mahabharata." This paper examines the use of narrative in this ancient Hindu religious work, the "Bhagavad Gita"--specific attention is given to how the story in this didactic text uses dialogic events between the two main characters to establish a complicated and seemingly contradictory stance on ethical behavior, unethical behavior, war, etc. Noting that the complicated lineage of events in this work establishes a foundation from which criticism can proceed, the paper shows that the evaluative qualities of narrative "probability" and "fidelity" (as discussed by Fisher, 1987) are not clearly discernible in the text; the western audience can construct differing arguments from this text, as well as receive differing impressions of its coherence and logic. The paper states that, as a result of this analysis, the "Bhagavad Gita" can be considered to advance the narrative paradigm in that it provides a prime example of a "multivalent narrative" from the eastern world. It finds that this text is very deserving of study and that this inquiry has been a step toward constructing some theoretical insights into the practice of Indian rhetoric and narrative practice. Cites 42 works. (NKA)

ED 450 429 CS 510 508

Stroud, Scott R.
Multivalent Narratives: Extending the Narrative Paradigm with Insights from Ancient Indian Rhetoric.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the Western States Communication Association (72nd, Coeur d'Alene, ID, February 23-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Studies; Audience Response; Critical Reading; Cultural Context; *Didacticism; Literary Criticism; *Non Western Civilization; *Rhetoric
IDENTIFIERS- Indian Literature; Narrative Paradigm

Research that has focused on ancient Indian rhetoric, a sub-category of Eastern rhetoric, has largely eschewed focus on the narrative paradigm as a theoretical guide. These narratives often enshrine didactic elements, contradictions, and mythic traits that often confound and inspire Western audiences. These archaic religious/philosophical texts are increasingly making their way over into the non-Eastern world. This paper shall demonstrate one possible way that Eastern narrative, specifically ancient Indian didactic texts, can revise the current understanding of the narrative paradigm to allow for the introduction of new values and narratives to an audience. Using the examples of the "Avadhoota Gita" and the "Devi Gita," the paper delineates the niche for possibility in the narratives and their possible effects on a foreign audience. The paper labels these texts as "multivalent narratives"--by enshrining coexisting and conflicting value structures within their narratives, they expose audiences to new values and ideas while not alienating them through extreme novelty. The paper analyzes selected Indian narratives, with implications being drawn as to how they function to expose their potential audiences to novel value structures and ideas. J. Poulakos ends a 1984 article on the Sophists and Aristotle with a call to information, discusses the potential for conflict, and suggests activities for talking about data, images of the school, and listing ranked issues. Chapter 4, "Mapping Community and School Assets," considers the use of asset mapping as a planning tool focused on the identification of a local issue involving voluntary associations and formal institutions. This chapter includes activities for mapping the assets of individuals, citizen associations, local institutions, and a community-skills bank. Chapter 5, "Developing Your Action Plan," traces the development of action plans through setting goals, developing strategies, defining activities, and the course of implementation. Chapter 6, "Monitoring Results," reveals the important role of school-community learning teams in monitoring reform outcomes and sustaining public engagement. Suggested activities include a sample work session agenda, questions for self-assessment, and rotating the convenors of meetings. (TEJ)

ED 450 448 EA 030 837

Barker, Cornelius L.; Searchwell, Claudette J.
Writing Year-End Teacher Improvement Plans--Right Now!! The Principal's Time-Saving Reference Guide.
PUB DATE- 00
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Faculty Evaluation; *Improvement Programs; Instructional Improvement; *Job Performance; Measures (Individuals); Motivation Techniques; *Performance Contracts; Professional Training; *Teacher Administrator Relationship; Teacher Competencies; *Teacher Effectiveness; Teacher Evaluation
IDENTIFIERS- *Action Plans; Kean University NJ

Administrators and their teaching staffs share responsibility for meeting federal, state, and district mandates regarding the delivery of educational services. Assessment and action plans, which grow from the partnership between the principal and teacher, are the key to improving student learning and performance. Year-end improvement plans are most effective if they begin with an assessment of teacher strengths. This guide provides 60 proficiency categories for use in improvement plans, and includes 600 proficiency assessment statements in 60 different categories. These assessment categories include accountability, curriculum knowledge, curriculum management, discipline, instructional delivery, leadership skills, managing diversity, professional development, relationships with parents and community, relationships with colleagues, habits, motivation, student behaviors, use of technology, and time management. The guide also includes vocabulary aids for use in improvement plans, and a plan organizer listing proficiency categories. Administrators can use the organizer to assemble a professional improvement plan tailored to their particular needs. This plan can be used to promote accountability through use of the provided progress reports to measure teacher improvement. Self-assessment tools allow teachers to contribute to the assessment process prior to completion of improvement plans. The most critical components of an effective improvement plan are suggestions for improvement and action plans, and this guide includes numerous writing suggestions and a wide array of sample improvement plans. This work concludes with a brief list previous year, were distributed to principals in the 12 elementary schools and to the superintendent. These administrators were asked to rate the implementation of the original goals of the project from 0 (no implementation) to 5 (full implementation). Based on survey results, implementation was classified as low, moderate, or high for each strand. Based on the complete list of survey items, two strands, Health/Emotional Health and Thinking Skills, were classified as low in implementation. Music, Reading/Language Development, Foreign Language, and Family Involvement were classified as moderate, and the Arts strand was classified as high in implementation. Using the list of goals the steering committee originally set for the 1997-98 school year as the standard, implementation in three strands (Arts, Music, and Foreign Language) would be considered high, implementation in Family Involvement, Health/Emotional Health, and Thinking Skills would be considered moderate, and implementation in Reading and Language Development would be considered low. The degree to which these results agree with the estimation of implementation by the district superintendent is discussed along with precautions and problems of interpreting these results in general. (Author/TES)

ED 450 464   EA 030 884

Hesselbein, Frances, Ed.; Cohen, Paul M., Ed.
Leader to Leader: Enduring Insights on Leadership from the Drucker Foundation's Award-Winning Journal.
PUB DATE- 99
NOTE- 416p.; A collection of essays from the journal "Leader to Leader."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Change Strategies; Competition; *Educational Change; *Educational Innovation; Elementary Secondary Education; Free Enterprise System; Information Literacy; *Information Networks; Leaders Guides; Leadership; Leadership Qualities; *Leadership Responsibility; *Leadership Styles; Leadership Training; *Organizational Change
IDENTIFIERS- Drucker (Peter F)

Amid unprecedented social, demographic, and economic changes, leaders must enhance performance and deliver desired results. The growing importance of managing the explosion in information requires attention to defining organizational missions and visions. The 37 chapters in this work are divided into 7 parts. Part 1, "On Leaders and Leadership," explores enduring principles of effective leadership strategies and traits in numerous settings. Part 2, "Leading Innovation and Transformation," provides insight into the challenging task of guiding organizational change. Part 3, "Leadership in the New Information Economy," examines the many changes that are transforming the way people work and the way wealth is generated. Part 4, "Competitive Strategy in a Global Economy," showcases effective strategic leadership in business, government, and nonprofit organizations worldwide. Part 5, "Leading for High Performance," explores the responsibility of organizations and leaders to achieve results, and provides suggestions for enhancing achievement. Part 6, "Building Great Teams," provides leaders with suggestions on how to better use personnel, the most important resource of organizations. Part 7, "Leadership Across the Sectors," highlights innovative leadership strategies used in public and social-sector organizations to build strong families, healthy children, and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Faculty Mobility; Higher Education; *Leadership; *Problem Based Learning; Public Schools; *Student Improvement; *Teacher Education; *Teacher Improvement

This paper describes the introduction of a problem-based learning program in a new doctoral program at the University of Texas--Pan American in 1998. Students were assigned the problem of studying the implementation of a two-way bilingual education in their Educational Leadership Laboratory and making recommendations regarding the use of one or more of 10 interventions. The paper describes this attempt at problem-based learning which was unsuccessful due to several problems: complaints by students, and underestimation of the importance of having students actively involved in and informed about the emerging structure of the program design. The author concludes that the problem-based learning approach should not have been assigned so soon and on such a scale. (Contains 15 references.) (DFR)

ED 450 484 EA 030 918

Gantner, Myrna W.; Newsom, Janet; Dunlap, Karen
Reconceptualizing the Role of the Principal: Giving Voice to the Silence.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Administrator Role; Decision Making; *Educational Administration; Educational Change; Elementary Secondary Education; *Instructional Leadership; *Principals; Public Schools; *School Administration

The principal is the key to realizing educational reform on the K-12 campus, being the catalyst who creates a culture of enhanced teaching and learning. This atmosphere encourages adults and children to express their ideas, thoughts, and concerns about the education process. The paper present results from three collaborative studies undertaken in El Paso, Texas. Findings suggest that fostering relationships and valuing people are major components of a campus climate that supports authentic learning. The paper attempts to clarify the perceptions of teachers, parents, and students--stakeholders whose voices are traditionally silent when "experts" gather to discuss and define the role of the principal. (Contains 29 references.) (DFR)

ED 450 485 EA 030 919

Koppich, Julia E.; Kerchner, Charles Taylor
Rethinking Labor-Management Relations: It's a Matter of Trust, or Is It?
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).

needs of an increasingly culturally diverse population by providing a model for teachers of young children with disabilities with (1) a story-based creative arts curriculum derived from a variety of cultural and ethnic traditions; (2) a developmentally and individually appropriate curriculum process that can be applied by teachers in a variety of settings to meet the needs of children of diverse skill levels; (3) a system of inservice training and ongoing support to enhance the implementation of the model; and (4) materials to enable families to participate in their child's education. Six states (Illinois, Indiana, Kentucky, Louisiana, Minnesota, and North Carolina) replicated the model, which has three major components: the Creative Arts Curriculum, Inservice Training, and Parent Involvement. The curriculum, designed to promote child engagement while embedding Individualized Education Program and developmental goals, focuses around weekly units based on a story that is read daily. It includes 12-15 creative arts center activities (3 per day) that emphasize concepts drawn from the story and also promote emergent literacy skills and awareness of diverse cultures, traditions, and practices. The parent involvement component includes materials for both center-based and home-based programs to enable the family to become involved in their child's education. Teachers (n=439) in 34 programs replicated the model with more than 6,000 children and their families in a variety of settings: public programs (self-contained and inclusive), Head Start programs (both center-based and home-based), and family child care settings that contain children with disabilities. Data indicate the effectiveness of the model in promoting child development and teacher use of best practice teaching strategies. Appendices include curriculum materials and information on resources, data measurements and collection tools. (Contains 32 references.) (LC)

ED 450 505 EC 308 262

Rafferty, Yvonne; Boettcher, Caroline
Inclusive Education for Preschoolers with Disabilities: Comparative Views of Parents and Practitioners.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes toward Disabilities; *Disabilities; *Inclusive Schools; *Parent Attitudes; Parent School Relationship; Preschool Children; Preschool Education; Severity (of Disability); *Teacher Attitudes

This paper discusses the outcomes of a study that compared the attitudes of 245 parents of preschoolers with and without disabilities and 121 preschool service providers. It was designed to assess global attitudes toward inclusion, benefits and concerns regarding inclusion for children with disabilities, the impact of inclusion on children without disabilities, the impact on families, the importance of type and severity of disability and children's age on attitudes toward inclusion, and program involvement and satisfaction. Results identified a high degree of support for inclusion among parents of children with and without disabilities, with few significant differences found in their opinions. Support among preschool service providers was even stronger. Respondents also reported concerns about inclusion, with parents indicating

This bulletin provides guidelines to Missouri educators concerning inclusion of students with disabilities in state and district-wide assessments of school achievement as required under Missouri's Outstanding Schools Act and the reauthorization of the federal Individuals with Disabilities Education Act of 1997. It stresses the greater focus on accountability for educational services provided to students with disabilities. The five questions and answers address the following topics: (1) reasons for requiring students with disabilities to participate in the Missouri Assessment Program (MAP) and district-wide assessments; (2) decisions of the individualized education program (IEP) team concerning a student's involvement in assessments; (3) assessments included in the MAP; (4) assessments that must be considered at the district level; and (5) factors that IEP teams need to consider in deciding about a student's participation and accommodation in assessment. An inset lists eligibility criteria for participation in MAP-A and a table lists accommodation codes for IEP students. (Contains references.) (DB)

ED 450 524 EC 308 281

Programs That Work Producing People at Work: Annual Report of the President's Committee on Employment of People with Disabilities, Fiscal Year 1999.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Advocacy; Attitude Change; Attitudes toward Disabilities; *Disabilities; Employer Attitudes; *Employment Programs; *Employment Services; Leadership Training; Program Effectiveness; *Recruitment; Secondary Education; Work Environment
IDENTIFIERS- *Presidents Committee on Employment of Handicapped

This report from the President's Committee on Employment of People with Disabilities, a federal agency that coordinates and promotes public and private efforts to enhance the employment of people with disabilities, describes committee activities during Fiscal Year 1999 (October 1, 1998- September 30, 1999). The first part of the report profiles six employment programs: (1) the Business Leadership Network; (2) the Workforce Recruitment Programs; (3) the High School/High Tech Program; (4) Project EMPLOY; (5) the Job Accommodation Network; and (6) a database for assisting in the development and financing of new businesses. The second part of the report discusses activities that seek to change negative attitudes and misconceptions about the employability of individuals with disabilities, to prepare future employees for the world of work, and to examine specific segments of the disability community that are experiencing higher rates of unemployment than the community as a whole. Educational kits, media outreach efforts, youth leadership and veteran forums, and international activities are described. The report includes a map illustrating the location of the programs and a list of committee members. (CR)

ED 450 525 EC 308 282

Getting Down to Business: A Blueprint for Creating and Supporting Entrepreneurial Opportunities for Individuals with Disabilities.
PUB DATE- 00

mediator; (7) the mediation process; (8) qualifications of a mediator); (9) the role of the mediator; (10) the role of parents and the school; (11) the role of legal counsel; (12) preparing for a mediation session; (13) participants in the mediation session; (14) the length of mediation; and (15) the mediation session. The manual discusses impartiality, confidentiality, and suspension of mediation. It also includes sample forms for agreeing to mediation and a booklet on conflict resolution for schools. (CR)

ED 450 543   EC 308 302

Project TRIAD--Relationships as the Foundation of Early Intervention Efficacy: A Curriculum To Assist Trainers of Early Intervention Personnel. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 00
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Learning; *Curriculum; *Disabilities; *Early Intervention; Higher Education; Infants; Inservice Teacher Education; *Parent Child Relationship; Parent Participation; Preservice Teacher Education; *Teaching Models; Toddlers; *Training Methods; Young Children

This final report discusses the activities and outcomes of a project that developed, field-tested, and disseminated eight 3-hour training modules to be used by preservice and inservice faculty in preparing early interventionists to work with young children with disabilities. The modules were designed to teach a special model of early intervention, the Parents Interacting with Infants (PIWI) model, a relationship-based model emphasizing parent-child and parent-interventionist relationships. These training materials focus on teaching implementation of the PIWI model in two different early intervention settings: parent-infant groups and individual visits. Each of the 8 modules incorporates adult learning principles of active engagement with the material and reflections on practice in order to facilitate implementation in applied settings. Each module also includes trainer and trainee materials, audiovisual materials, and evaluative materials that can be used by trainers to evaluate student attainment of learning outcomes. Approximately 600 individuals benefited directly from the extensive field testing activities of the project, including 100 preservice students and 500 working early interventionists and early intervention trainers. The report discusses the goals of the project, theoretical framework, problems encountered, impact, and future activities. Appendices include an outline of the modules and training materials. (CR)

ED 450 544   EF 005 729

Lackney, Jeffrey A.
Thirty-Three Educational Design Principles for Schools & Community Learning Centers.
SPONS. AGENCY- National Clearinghouse for Educational Facilities, Washington, DC.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English

for eighth-year French immersion, as revised in 1998. An introductory section offers background information on the curriculum revision, links between the core curriculum and French immersion, underlying principles of second language instruction, the revised curriculum's objectives and organization, notes on its implementation, and discussion of student autonomy and evaluation. A subsequent section provides a summary of program aims and priorities and performance objectives for each skill area (listening and reading comprehension, oral and written production, and appreciation of the study of the French language). Appended materials include an overview of French language teaching techniques, notes on the context of immersion instruction, and a discussion of the integration of instructional themes and strategies for secondary students. Contains 15 references. (JSS)

ED 450 567 FL 026 417

French Language Arts: Programme d'etudes par annee scolaire. Francais langue seconde--immersion. Neuvieme annee (French Language Arts: Yearly Curriculum. French as a Second Language--Immersion. Ninth Year).
PUB DATE- 00
NOTE- 81p.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Curriculum; *Educational Objectives; Foreign Countries; *French; *Immersion Programs; Listening Comprehension; Oral Language; Reading Comprehension; Second Language Instruction; Second Language Learning; Secondary Education; Teaching Methods; Writing Skills
IDENTIFIERS- *Alberta

The report, entirely in French, describes Alberta's curriculum for ninth-year French immersion, as revised in 1998. An introductory section offers background information on the curriculum revision, links between the core curriculum and French immersion, underlying principles of second language instruction, the revised curriculum's objectives and organization, notes on its implementation, and discussion of student autonomy and evaluation. A subsequent section provides a summary of program aims and priorities and performance objectives for each skill area (listening and reading comprehension, oral and written production, and appreciation of the study of the French language). Appended materials include an overview of French language teaching techniques, notes on the context of immersion instruction, and a discussion of the integration of instructional themes and strategies for secondary students. Contains 15 references. (JSS)

ED 450 568 FL 026 418

Modeles de rendement langagier: French Language Arts--7e annee. Francais langue seconde--immersion (Models of Linguistic Production--French as a Second Language/Immersion: 7th Grade).
PUB DATE- 00
NOTE- 165p.
LANGUAGE- French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Evaluation Criteria; Foreign Countries; *French; Grade 7; *Immersion Programs;

Program" by Kevin Clark; and "Bibliography of Successful Reading Texts: Recommended Materials for Scripted English Immersion" by Douglas Lasken. Part three, "The Law" has the final two chapters: "It Works, But Is It Legal? What You Should Know About English Immersion Programs and the Law" by Jim Littlejohn; and "State Requirements for Educating English-Learners" by Anita Garcia and Cynthia Morgan. Numerous data-rich tables are included. (KFT)

ED 450 588 FL 026 604

Usuki, Miyuki
Promoting Learner Autonomy: Learning from the Japanese Language Learners' Perspectives.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Foreign Countries; Higher Education; Independent Study; Interviews; *Japanese; Learner Controlled Instruction; *Learning Problems; *Learning Strategies; Memorization; Personal Autonomy; Rote Learning; Second Language Instruction; *Second Language Learning; Writing Instruction
IDENTIFIERS- Japan; Kanji Script

This paper focuses on the difficulties of learners of Japanese as a second language from non-kanji backgrounds and the special difficulties they encounter in trying to learn the kanji writing system. It is asserted that most teachers of Japanese as a second language do not spend enough time on kanji teaching, with the students typically forced to try to learn much of it on their own. Difficulties encountered in learning kanji include the following: kanji complexity that led to problems with memory, combination, pronunciation, and making proper shapes; negative feelings such as a lack of confidence, poor self-evaluation, helplessness, and worries; and difficulties with the teacher. Students were often given little explanation or guidance and were confronted with a mass of unfamiliar lines and rules to memorize. Learners tried to overcome these problems with self-encouragement, flexible thinking, and a new appreciation for the difficulty of the task and the determination to succeed. It is concluded that the most effective teaching strategy does not try to turn learners into "successful" language learners but to come to terms with each student's strengths and weaknesses and work with the opportunities and limitations inherent therein. Most importantly, learners must be encouraged not to take charge of the learning process but to focus on their responsibility to learn through hard work and flexibility. (Contains 27 references.) (KFT)

ED 450 589 FL 026 606

Holden, William R.
Learning To Learn: 15 Vocabulary Acquisition Activities. Tips and Hints.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Cognitive Style; Drills (Practice); Elementary Secondary Education; English (Second Language); *Learning Strategies; Memorization; *Mnemonics; Personal Autonomy; Recall

satisfy the baby's thirst; at about 6 months, the mother can begin to give solid foods to her breastfed baby and switch from a bottle to a cup; starting foods is a gradual process; and that a few drops of vegetable oil can be added to the foods if the baby isn't gaining enough weight. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 450 613   FL 801 427

Magalhaes, Rebecca; Stone-Jimenez, Maryanne; Allen de Smith, Paulina; Smith, Natalia
Kathy's Baby Is Born and Kathy Starts Breastfeeding. Mother-to-Mother Support = Nace el Bebe de Josefa y Empieza su Lactancia. Apoyo Madre a Madre.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, DC.
PUB DATE- 00
NOTE- 58p.; For related documents, see FL 801 422-427. Illustrations by Kathy Grossman. Spanish translation by Paulina Allen de Smith and Natalia Smith.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Cynthia Morgan. Numerous data-rich tables are included. (KFT)
DESCRIPTORS- Adult Education; Birth; *Breastfeeding; Immigrants; *Infants; *Mothers; Spanish Speaking

These magazine-sized booklets, one in English, one in Spanish, are in cartoon format and are designed to be used by people with limited literacy in English or Spanish. Reading this book teaches new mothers that having a baby with the mother (in the same room) helps breastfeeding get off to a good start, checking urine output and bowel movements is one way to help the mother know that her baby is getting enough milk, when the bay nurses he/she feels close to the mother, breast milk digests quickly, the correct position of the baby at he breast prevents sore nipples, and the supply of breast milk can be increased by nursing more frequently. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 450 614   FL 801 428

Peyton, Joy Kreeft
Dialogue Journals: Interactive Writing To Develop Language and Literacy. Revised. ERIC Q&A.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Dialog Journals; *English (Second Language); *Journal Writing; Limited English Speaking; Literacy; Second Language Instruction; Second Language Learning; *Student Journals; Teaching Methods; Writing (Composition)
IDENTIFIERS- ERIC Digests

Many teachers of adult learners of English have found dialogue journals, interactive writing with a teacher or other individual, to be an important part of their classes. Dialogue journals not only open new channels of communication, but they also provide natural contexts for language and literacy development. When adult learners write with their teachers, The "Heeding New Voices" study, a year-long series of structured interviews with new faculty and graduate students aspiring to be faculty members around the country, sought both to give voice to those who are just beginning their academic careers and to provide guidance for the senior faculty, chairs, deans, and others in higher education responsible for shaping the professoriate of the future. This booklet, drawn in part from the study's findings, includes: (1) ten principles of good practice; (2) inventories to prompt department chairs, senior colleagues, and other academic leaders to examine their individual and institutional practices; and (3) examples of concrete and innovative approaches to good practice being tried out now in a variety of institutional settings. The principles reflect the three categories of stated need from the "Heeding New Voices" interviews: improving review and tenure processes (principles 1-4), encouraging positive relations with colleagues and students (principles 5-7), and easing stresses of time and balance (principles 8-10). (Contains 13 references). (EV)

ED 450 635 HE 033 810

Improving Postsecondary Education: NPCI Contributions to Policy and Practice.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; *Educational Research; *Higher Education; *Program Descriptions

This booklet describes the efforts and successes of the National Center for Postsecondary Improvement (NCPI), a collaborative research venture of Stanford University, the University of Michigan, and the University of Pennsylvania that conducts research describing and analyzing the challenges of postsecondary education. Its goal is to provide institutions, policy makers, employers, students, parents, faculty, and administrators with the information and tools necessary to help them improve the U.S. postsecondary educational system. The booklet's first section briefly summarizes areas in which NCPI has effected improvement and its dissemination and outreach activities. The next section details research findings and their impact in seven areas: the marketplace, student outcomes, environmental demands, student transitions, access and financial aid, organizational change, and teaching, learning and assessment. The final section describes NCPI's planned activities in agenda-setting, extension of research analyses, and translation, dissemination, and outreach. (Contains 40 references.) (EV)

ED 450 636 HE 033 811

The Counselor's Guide to Ohio Independent Colleges and Universities, 2000.
PUB DATE- 00
NOTE- 133p.; The guide, volume #12, is published annually.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Resources; *Sexual Orientation; Student Attitudes

This annotated bibliography includes resources that provide an overview of issues related to the challenges faced by gay, lesbian, and bisexual (GLB) college students. The bibliography concentrates on the literature that explores interactions between college climate and GLB students. The attitudes and experiences of GLB students are highlighted, as are the attitudes of heterosexual members of campus toward GLB students. The bibliography also includes resources that discuss the legal, student affairs, and counseling issues campuses face in relation to their GLB students. The bibliography concludes with a listing of Internet resources concerned with GLB college students. The annotated bibliography describes 40 resources, of which all but the 4 Internet resources are available from the ERIC database. (SLD)

ED 450 659 HE 033 835

CRitical Issues Bibliography (CRIB) Sheet: Tribal Colleges.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 8p.; For other CRIB Sheets, see HE 033 821 and HE 033 832-836.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Education; *American Indians; Annotated Bibliographies; *College Students; Federal Indian Relationship; Government School Relationship; Higher Education; Institutional Characteristics; Program Descriptions; *Resources; *Tribally Controlled Education

This annotated bibliography provides an overview of tribal colleges, gives an account of their history, details examples of successful programs offered by tribal colleges, and discusses the relationship of tribal colleges to the federal government. The bibliography describes 21 resources, of which only the 3 Internet resources are not available from the ERIC database. (SLD)

ED 450 660 HE 033 836

CRitical Issues Bibliography (CRIB) Sheet: Remedial Education Policy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 7p.; For other CRIB Sheets, see HE 033 821 and HE 033 832-835.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Policy; *Higher Education; *Remedial Instruction; *Resources; *Teaching Methods

This CRitical Issues Bibliography (CRIB) Sheet focuses on remediation in higher education. Many colleges and universities are struggling to define the role of remediation in higher education, and leaders with different philosophical perspectives continue to debate their views. Because current aspects of experience and backgrounds: (1) demography and family background; (2) high school preparation; (3) postsecondary experience; and (4) early work experience. As of 1992, just under 63% of the students had at least some college, and 42% had completed a program leading to a degree or certificate. Student educational attainment was closely related to several aspects of sociodemographic background. After controlling for academic and labor force experiences and background characteristics, a baccalaureate or associate's degree was shown to contribute significantly to earnings, and the results were generally consistent with what others have estimated. Students with a bachelor's degree earned about 23% more on average than students with no college, and for students with an associate's degree, there was about 19% differential compared with high school graduates. However, after controlling for multiple aspects of student experience and background, the economic returns of some college credits, apart from degree completion, were negligible. When coursework was vocationally focused, there was more likely to be an association with higher earnings. Three appendixes contain tables of regression analysis control variables, a glossary, and technical notes. (Contains 32 tables, 2 figures, and 22 references.) (SLD)

ED 450 680 HE 033 856

Horn, Laura J.; Zahn, Lisa
From Bachelor's Degree to Work: Major Field of Study and Employment Outcomes of 1992-93 Bachelor's Degree Recipients Who Did Not Enroll in Graduate Education by 1997. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
PUB DATE- 01
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Degrees (Academic); Employment Qualifications; Higher Education; *Income; Labor Market; *Majors (Students); *Undergraduate Students
IDENTIFIERS- *Return on Investment

The analysis described in this report investigated the relationship between undergraduate major and early employment outcomes among 1992-1993 college graduates who did not pursue graduate education within 4 years after earning their bachelors' degrees (i.e., as of 1997). These college graduates represented 70% of all graduates, and most entered the labor market immediately after finishing their degree. The analysis is based on the Baccalaureate and Beyond Longitudinal Study, which tracked students who received a bachelor's degree in 1992-1993. The findings of this study confirm what has been reported consistently in other studies about earnings: college graduates who major in the fields of engineering, business, computer science, nursing, and other health fields earn higher than average full-time salaries. Taking into account other aspects of employment, including job stability, job benefits, and job satisfaction, engineering and computer science stood out as the fields with the most consistent favorable employment outcomes for bachelor's degree recipients. In contrast, education and humanities and arts majors experienced the least favorable outcomes. Graduates of nursing, business, and engineering programs experienced greater than average job stability. Study findings demonstrate substantial gender differences in earning.

EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Computer Software Development; Computer System Design; *Computer Uses in Education; *Educational Development; *Educational Technology; Elementary Secondary Education; Group Activities; Higher Education; Information Technology; Internet; Online Systems; Partnerships in Education; Technological Advancement

This proceedings of the 1999 EDUCAUSE Conference contains papers presented in six tracks: Building the New Information Technology Foundation and Infrastructure; Technology-Enhanced Teaching and Learning; Renewing Administrative Services; Outreach, Public Service, and New Communities; Advancing the Leading Edge; and the EDUCAUSE Track. Topics of papers include: introducing students to computing issues; data warehouse solution using university consortia and business outsourcing; dynamic and individualized Web system; warehouse design; technology-enhanced admissions process; imaging technologies; impact on students of online materials in university courses; cooperative development of faculty development resources; model for hardware and software acquisition; Web-based services in Committee on Institutional Cooperation (Big Ten) libraries; developing a new administrative system; collaborative support for the distributed university; what Web instructional techniques suggest about what faculty want; potential and risks of digital libraries; teaching and learning with online images; broadbanding initiative; state-wide approach to public service excellence; using technology to enable alumni and outside experts to enrich a class; unintended impact of technology; authorization on the Web; implementation and implications of digital services in learning centers; new systems implementation projects; information technology integration in a small rural school; integration of digital satellite and terrestrial networks for education and training; intellectual property and copyright; information technology literacy for general education and online community; meta data integration; building a statewide student advising system; U.S. distance education and developing countries; PBS develops institution-neutral online services for non-traditional adult learners; pooling resources of dozens of schools; using Java to develop programs designed to support administrative users in a university environment; planning, strategy and technology to reach rural, remote, and underserved Americans; tools for faculty-directed inquiry and improvement; computational science curricula, high performance computing and the professional organizations; sustaining a virtual support organization; library resource sharing program; supporting faculty uses of the Web; Internet and the digital divide; model for interactive distance learning; a "Roles" database; toolkit for class home page development/management; transformation of education by information and communication technology; building a statewide partnership for higher education; CD-ROM for faculty development and statewide training; project for unified access for the 21st century; university and state K-12 education partnership providing online resources and training; empowered process for information technology planning and implementation; e-mail as official means of communication; virtual organizations, virtual mentoring, and at-risk youth; university simulation game; and visual resource system to improve teaching and learning. (AEF)

ED 450 700 IR 020 581

Millis, Paul J.

increased demand for training and certification; and the effects of globalization on individual careers. Key findings of the survey were the following: (1) a "career information digital divide" may be emerging, as more Americans use the Internet to find help in locating a job and people without computer skills and Internet access may be at a disadvantage in pursuing job and career opportunities; (2) adults in the U.S. express a need for career assistance; (3) job change is viewed by many as a positive experience; (4) adults appreciate the need for lifelong learning; and (5) adults are not clear on the effects of globalization on their job. (KC)

ED 450 212 CE 081 155

National Survey of Working America, 1999.
PUB DATE- 99
NOTE- 45p.; For a summary of key findings of the fourth National Survey of Working America, see CE 081 154. The Questions and Detailed Tabulations appendices are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Career Change; *Career Choice; *Career Development; Career Information Systems; Career Planning; Educational Demand; *Employee Attitudes; Employment; *Employment Experience; Employment Services; Equal Opportunities (Jobs); Family Work Relationship; Global Approach; Job Applicants; Job Application; Job Placement; *Job Search Methods; National Surveys; Occupational Information; Occupational Mobility; Telephone Surveys; *Work Attitudes; Work Environment
IDENTIFIERS- Globalization; *National Survey of Working America

A study examined adults' attitudes and experience related to work and the selection of a career or job. Data were gathered through a telephone survey of a sample of 1,003 adults (659 employed either full- or part-time), 18 years of age and older, conducted in June and July 1999. The following areas were explored: current employment status; the need for help in the last year with selecting or getting a job; sources of help and information in selecting, changing, or getting a job; evaluation of availability and usefulness of information; use of job or career counseling; perceived need for more job training or education; future employment outlook; satisfaction with current job; reasons for leaving a job; how adults get started in a job or career; on-the-job assistance; experience of conflict between job and home; perception of discrimination in the workplace; and perception of globalization. Some of the key findings of the study were the following: (1) 9 percent of adults in the labor force reported needing help in making career plans or in selecting, changing, or getting a job; (2) 41 percent of employed adults reported they started in their job or career through a conscious choice and plan; (3) 80 percent of adults like their job very much or quite a bit; (4) 53 percent of adults say they will need more training or education to maintain or increase their earning power; (5) 29 percent say they experience a great deal or quite a lot of conflict between home and work; (6) most employed adults (73 percent) do not believe discrimination exists at their place of work; and (7) almost 40 percent of employed adults do not believe globalization will affect their job. (The report includes three technical appendixes explaining the survey, and detailed tabulation.) (KC)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Articulation (Education); College School Cooperation; *Curriculum Development; Developing Nations; Educational Change; Educational Policy; Foreign Countries; *Institutional Cooperation; *Integrated Curriculum; Postsecondary Education; Secondary Education; Technical Institutes; *Technology Education; *Vocational Education
IDENTIFIERS- *Taiwan

Taiwan is facing these three challenges: cultivating a world-class work force, preventing shortages of industry-related workers, and increasing industrial competitiveness. To meet them, technological and vocational education (TVE) needs to integrate the curricula among the technical arts programs in junior high schools, senior vocational high schools, technical institutes, and institutes/universities of technology. The key elements of integration are development of clearly targeted, well-defined educational objectives and use of academic and industry skill standards to direct integrated learning. Articulation produces graduates with high-level skills and clearer goals. The Ministry of Education has implemented policies that include a framework for the integrative curriculum planning with these three major components: occupational clusters, curriculum, and supplementary measures. Educational authorities are responsible for establishment of competency standards, occupational clusters, and curricula. Vocational high schools and junior colleges are responsible for curriculum development, teaching, and evaluation. Results of 14 completed projects have been analyzed to form these three policies to direct future curriculum development: establish 17 occupational clusters; delineate responsibilities and procedures between schools and educational administration; and develop a model to design and implement school-based curriculum development in TVE. (Contains 11 references.) (YLB)

ED 450 231 CE 081 365

Braswell, Cara Mia C.; Cobia, Debra
The Effect of Internship and a Personal Trait on Career Development.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Myrtle Beach, SC, October 23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; Career Education; Coping; Higher Education; *Internship Programs; Performance; Persistence; *Personality Change; *Personality Traits; Preservice Teacher Education; *Preservice Teachers; *Self Efficacy; Self Evaluation (Individuals); Student Characteristics; Teacher Interns
IDENTIFIERS- *Optimism

Applying Social Cognitive Career Theory to preservice teachers, a study examined to what extent dispositional optimism and a subjective sense of performance during an internship predict changes in career self-efficacy. The study first determined whether a sample of preservice teachers experienced positive

Emerging Occupations; Employment Opportunities; Employment Patterns; Foreign Countries; *Futures (of Society); Higher Education; Integrated Curriculum; *Job Skills; Labor Needs; *Optics; Science Careers; Science Education; Technical Occupations; Technology; Technology Education
IDENTIFIERS- Great Britain; *Optoelectronics
This paper provides an overview of the growth of new technology industries in Great Britain and the skills needed for these industries. The industries are advanced materials, biotechnology, and opto-electronics. The report profiles the current status, expected growth, and skills needed for each of these industry sectors. It also points out the need for people with technical skills to learn business skills and identifies how high level scientific and technical skills are best provided. The report lists 35 references. (KC)

ED 450 248 CE 081 395

Genda, Yuji; Kurosawa, Masako
Transition from School to Work in Japan.
PUB DATE- 01
NOTE- 48p.; Paper presented at the Annual NBER-CEPR-TCER Conference (13th, December 15-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Career Education; College Graduates; Counselor Role; Developed Nations; Developing Nations; *Education Work Relationship; Employed Women; Employer Employee Relationship; *Employment Level; *Employment Opportunities; Females; Foreign Countries; High School Graduates; High Schools; Higher Education; *Job Satisfaction; Labor Market; Labor Supply; Males; Outcomes of Education; School Guidance; *Unemployment; *Vocational Adjustment
IDENTIFIERS- *Japan
Using retrospective data of young people's work experience in Japan, a study found that initial labor market conditions (i.e., when workers first enter the labor market after permanently leaving school) have a significant lasting impact on the employment experiences of workers in their teens and twenties. An increase in the unemployment rate at the time of labor market entry reduces the probability of gaining full-time regular employment, and more importantly, increases the future probability of workers to leave employers by lowering the quality of job matches. The study also found that the vocational guidance or recommendations workers received at school could be effective in raising the quality of job matches. The adverse effect of initial unemployment rates on employment opportunities was most pronounced among female college graduates. (Contains 21 references.) (Author/KC)

ED 450 249 CE 081 396

Pay-for-Performance in Education: An Issue Brief for Business Leaders.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compensation (Remuneration); Educational Improvement; Elementary Secondary Education; Job Performance;

growth and employers' experiences and perspectives). Skill shortages were reported throughout the automotive repairs and service trades. The reported shortages were attributed not to traditional causes of skill shortage such as high levels of separation from the trades, low take-up of apprentices, or low levels of stock of skills in the work force. Rather, they were attributed to rapid changes in technology and the other skills now required by the sector and the currency of skills in the existing trade work force. It was suggested that the answer to skill shortages in the sector lies as much in recruitment and delivery strategies as in actually replacing and retaining the skills of the existing work force. (Contains 21 tables/figures/boxes.) (MN)

ED 450 266 CE 081 423

Australian Apprentice & Trainee Statistics: Automotive Repairs and Service Trades, 1995 to 1999. Australian Vocational Education & Training.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 00
NOTE- 27p.; For a related analysis on automotive repairs and service trades, see CE 081 421.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; *Apprenticeships; Auto Body Repairers; *Auto Mechanics; Comparative Analysis; Economic Climate; Education Work Relationship; Educational Attainment; *Employment Patterns; Employment Projections; Employment Qualifications; Enrollment Influences; *Enrollment Trends; Foreign Countries; Geographic Location; Job Training; Labor Market; Labor Needs; Labor Supply; Occupations; Outcomes of Education; Participation; Postsecondary Education; Rural Areas; Secondary Education; Semiskilled Occupations; Skilled Occupations; Student Certification; Student Characteristics; Tables (Data); *Trade and Industrial Education; *Trainees; Trend Analysis; Urban Areas; Work Environment
IDENTIFIERS- Australia; *TAFE (Australia)

Statistics regarding Australians participating in apprenticeships and traineeships in the automotive repairs and service trades in 1995-1999 were reviewed to provide an indication of where skill shortages may be occurring or will likely occur in relation to the following occupations: motor mechanic, automotive electrician, and panel beater. The review focused on the following items: commencements, number in training, and completions; age; Australian Qualifications Framework level; geographic region by state/territory; school attendance status; other training; and enrollment figures versus projected employment trends. The following were among the main findings: (1) the numbers of apprentices and trainees in all three occupations increased from 1995 to 1996 and then declined thereafter; (2) each occupation grew in the number of completions in 1995-1998, with automotive electricians having the greatest annual growth rate (15.9%); (3) except for the Northern Territory, all states and territories experienced growth in the number of commencements from 1997 to 1998; and (4) as each individual occupation experienced positive growth in commencements from 1997 to 1998 and assuming this trend continues, the number of apprentices and trainees in training as a proportion of the number employed in each occupation category could be expected to increase in the future. (Contains 12 tables.) (MN) participants, observations, and reviews of program records. During the 16 months (August 1997-December 1998), the project received 213 inquiries and performed 157 educational assessments; 107 people started training, 77 graduated, 51 began jobs and 7 more went on to more training or education; 19 were not working or unknown. As of January 1999, the wages of all workers ranged from $5.50 to $12.60 per hour, with an average of $7.70 per hour. STRIDE's program costs were $2,596 for completers; $3,920 for those who began work; and $4,876 for those who remained in jobs, school, or training through December 1998. Project participants had positive feelings about Project STRIDE at the end of training and at the 120-day retention mark. Recommendations include developing a vision and plan for Keys Community Center and STRIDE, staff development, continuing technical assistance from practitioners in training and development, long-term follow-up, and increasing staff to allow for a growing caseload. (KC)

ED 450 282   CE 081 447

Vandegrift, Judith A.; Wright, Joel
Support for School to Work Remains Strong: Three Year Trends in Public Opinion. Arizona School to Work Briefing Paper #13.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); *Career Exploration; *Education Work Relationship; Elementary Secondary Education; Employer Attitudes; Government School Relationship; Higher Education; Institutional Cooperation; Parent Attitudes; Partnerships in Education; *Program Effectiveness; Program Evaluation; Program Improvement; *Public Opinion; *School Business Relationship; *State Programs; State Surveys; Statewide Planning; Teacher Attitudes
IDENTIFIERS- *Arizona

Since 1996, Arizona has been building a comprehensive statewide system of school-to-work opportunities for students from kindergarten through college, supported by a School-to-Work (STW) implementation grant from the U.S. Departments of Labor and Education. After 3 years, a public opinion poll of a 2,200-person random sample drawn from parents, businesses, and educators sought information on these five topics: (1) public awareness of the STW initiative, (2) perceived need for school change; (3) reactions to specific changes embodied by STW; (4) specific attitudes toward STW; and (5) support for the STW initiative. The polling data showed that awareness of STW among educators is up; increasing percentages of parents and educators report being involved in a regional partnership; and there are high levels of support for changes in the public school system, types of learning programs needed, STW implementation, and the changes in school operations that STW signifies. Educators are increasingly viewing STW as a broad-based career exploration and preparation initiative designed to meet the needs of all students. Support for STW is also growing along the lines of public policy, tax-paying readiness, and candidate support. On the other hand, fewer businesses than in the past report being aware of STW or involved in local school efforts, although a majority of businesses polled continue to express high levels of support for STW,. More businesses view STW as a program that is limited in scope, serves only select students, and is likely to fail because of entrenched bureaucracy, and growing numbers of parents and teachers are

*School Social Workers; Trend Analysis
IDENTIFIERS- Marginal Students

In many schools, the educational mission is thwarted because of multifaceted factors that interfere with youngsters' learning and performance. It is for this reason that schools invest in educational support programs and services. It is somewhat surprising how little attention educational policymakers give to rethinking this area of school activity. If all students are to have an equal opportunity to succeed in school, there must be a focus on restructuring school and community resources designed to counter youngsters' learning, behavioral, emotional, and health problems. From a practical perspective, one place to start is by restructuring the work of school counselors, psychologists, social workers, and other pupil service personnel. Framing new directions for such professionals is an essential facet of enhancing educational results. This report highlights the current state of affairs and emerging trends with respect to addressing barriers to student learning and discusses implications for reframing the roles of school counselors, psychologists, and social workers. With changing functions comes the need for changes in preservice preparation, certification, and continuing professional development. Thus, this report concludes with a series of frameworks to suggest ways to rethink these matters. An appendix provides curriculum areas for an enabling component. (Contains 34 references.) (MKA)

ED 450 300   CG 030 703

Health Care Mentors: A Work-Based Approach to Developing the Health Care Workforce of Tomorrow. Fourth Edition . Career Exploration.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Career Exploration; *Education Work Relationship; *Health Services; *Job Skills; *Medical Services; *Mentors; Secondary Education; Supervisors

Designed as the final step in a carefully articulated work-readiness program, Mentors provides students interested in health care careers with an opportunity to develop superior employability skills, while striking a balance between work and school. The Mentors program links the school community, the student, and host organizations in a mutually respectful program geared toward developing a student's workplace behaviors. Participants receive the benefit of a volunteer mentor, continue to participate in a school-based support program, and whenever possible, receive a salary through a local funding source. The mentor/student match is closely monitored and the student is evaluated at each level of the program. Through the Mentors program students practice skills in nine core areas: academic foundation; oral and written communication; organizational systems; employability skills; legal responsibilities; ethical considerations; safety practices; teamwork and handling conflict; and health maintenance practices. This booklet contains the activities used in the Mentors program. Student handouts are designed for the pre-mentor, on-site mentor, and post-mentor levels. Handouts for worksite mentors, as well as schools and program managers are also included. (MKA)

SPONS. AGENCY- Office of National Drug Control Policy, Washington, DC.
PUB DATE- 01
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Cocaine; Counseling; *Drug Addiction; *Drug Education; Heroin; *Illegal Drug Use; Longitudinal Studies; Marijuana; Prevention; Public Health; Sociocultural Patterns; Substance Abuse; *Trend Analysis

This report serves as a source of information on drug abuse and drug markets. It aims to describe drug-abusing populations; emerging drugs; new routes of administration; varying use patterns; changing demand for treatment; drug-related criminal activity; and shifts in supply and distribution patterns. It is not designed to be used as a law enforcement tool but rather serves as a research report presenting findings on drug use patterns to assist counselors and educators involved in drug education and prevention. It addresses four drugs of serious concern: cocaine, marijuana, heroin, and methamphetamine. This issue focuses on changes between 1999 and 2000 and provides information on the emerging problem of methamphetamine and other club drugs. Data was collected from law enforcement, epidemiologists, and ethnographers. Based on that information, two conclusions were drawn about the current drug situation: (1) an emerging club scene continues to grow across the nation; and (2) heroin has increased in supply; purity; and number of users in some cities. This issue also reflects the latest efforts to enhance the project by expanding study sites, adding new sources for information, and enhancing data collection. (Contains 6 appendixes and 54 exhibits.) (Author/JDM)

ED 450 323   CG 030 765

Austin, James; Johnson, Kelly Dedel; Gregoriou, Maria
Juveniles in Adult Prisons and Jails: A National Assessment. Monograph.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 00
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Correctional Institutions; *Correctional Rehabilitation; *Educational Needs; *Juvenile Justice; Special Needs Students; Student Needs
IDENTIFIERS- *Incarcerated Youth

The number of youth under 18 confined to adult prisons has more than doubled in the past decade. A nationwide study of juveniles in adult correctional facilities was undertaken to help policymakers form an effective response to this situation. The study determined the extent of juvenile confinement in facilities around the country. It also assessed whether juveniles in adult facilities were receiving an education, were being treated for substance abuse as needed, and were given the skills to help them succeed when released. Following an introductory summary, Chapter 1 provides background information on the study. Chapter 2 discusses the legal issues relating to conditions of confinement for youth. Chapter 3 explains some characteristics of the youth in adult correctional facilities. Chapter 4 provides examples of five Department of Corrections

McNabb, Mary L.; Hassel, Bryan; Steiner, Lucy
Literacy Learning on the Net: An Exploratory Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Benefits; Elementary Secondary Education; *Internet; Interviews; *Literacy; *Public Schools; Teacher Surveys
IDENTIFIERS- Exploratory Studies; International Reading Association; International Society for Technology in Education; National Council of Teachers of English; *Standards for the English Language Arts

The rapid infusion of the Internet into public schools makes it possible for students and teachers to participate in a range of literacy events as well as access reading resources previously unavailable to them in the classroom. This report outlines a study which explored literacy researchers and lead teachers' thinking about the benefits of Internet-based curricular activities and instructional practices used to enhance students' literacy. The report cites the primary questions that guided the inquiry: What are the literacy skills students need to use the Internet within curriculum?; How are these literacy skills the same as for using printed books and paper-based writing and how are they different?; and What literacy guidelines would help teachers prepare their students to use the Internet effectively? It states that the specific strategies investigated relate to several of the English language arts standards and National Educational Technology Standards for students and teachers. It explains that three sources of data were used in forming the report: (1) five outstanding researchers in technology and literacy were interviewed by telephone; (2) 13 teachers who use the Internet extensively for literacy learning were interviewed; and (3) an online survey of teachers and staff developers was conducted to gather descriptive information about Internet-based literacy learning in the classroom. The report finds that researchers and teachers indicate a number of educational benefits of Internet-based curricular activities. Contains 11 notes, 5 tables of data, and 51 references. (HKA)

ED 450 345 CS 014 268

Carolina, Stacey Michelle
A Comparison of Kindergarten Children Who Receive a Different Amount of Parental Involvement through Reading.
PUB DATE- 00
NOTE- 38p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Action Research; Child Development; Comparative Analysis; Correlation; Educational Research; *Kindergarten; *Kindergarten Children; *Parent Participation; Primary Education; *Reading Aloud to Others; Word Recognition
IDENTIFIERS- Letter Recognition

A study examined the effect parental involvement through reading

Teacher Leaders.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Constructivism (Learning); Higher Education; Instructional Effectiveness; *Professional Development; Teacher Education; *Teacher Effectiveness
IDENTIFIERS- *Reading Recovery Projects

Arguing that the task of the teacher leader is not to dispense knowledge but rather to provide opportunities for teachers to construct it, this article reports on activities in which teacher leaders engaged during a session on the constructivist approach during the 1996 Teacher Leader Institute. It outlines five principles of learning that provided a framework for the session and discusses how participants constructed an understanding of leadership. The article then lists characteristics of positive demonstration lessons identified by participating teacher leaders. Finally, it discusses constructing a plan of action and presents a 10-point plan of action developed by small groups of teacher leaders. (SR)

ED 450 367 CS 014 326

Rycik, James A., Ed.; Irvin, Judith L., Ed.
What Adolescents Deserve: A Commitment to Students' Literacy Learning.
PUB DATE- 01
NOTE- 256p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescent Literature; *Adolescents; *Content Area Reading; High Risk Students; *Literacy; Middle Schools; Parent Participation; Popular Culture; Portfolios (Background Materials); Program Descriptions; *Reading Instruction; Reading Motivation; Secondary Education; Service Learning; Writing Instruction

Compiled to help staff developers, administrators, teachers, and policy makers reexamine current literacy practices and reimagine how they can work with each other and with parents and community members, this collection of 22 previously published articles from various professional journals and one new article offers examples of how educators can revitalize their efforts for teaching middle school and high school students, and form a better understanding of youth cultures and adolescents' everyday lives. Developed as an extension of the International Reading Association's "Adolescent Literacy: A Position Statement," the volume focuses on four commitments the editors believe are critical to achieving results for adolescent literacy learners: literacy access for all students, challenging and supportive instruction, comprehensive and collaborative programs, and reimagining adolescent literacy learning. After an introduction by the editors, essays in section one, "A Commitment to Literacy Access for All Students" are: "Combining Enablement and Engagement to Assist Students Who Do Not Read and Write Well" (Mary F. Roe); "An Effective (and Affordable) Intervention Model for At-Risk High School Readers" (Cynthia Fischer); "Against Marginalization and Criminal Reading Curriculum Standards for African American Adolescents in Low-Level Tracks: A Retrospective of Baldwin's Essay" (Alfred W. Tatum); "What Middle and High School Educators Need to Know About Language Minority Students"

ED 450 386 CS 217 427

Position Statement on Interdisciplinary Learning, Pre-K-Grade 4.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Elementary Education; *Guidelines; *Integrated Curriculum; *Interdisciplinary Approach; Position Papers; *Preschool Education
IDENTIFIERS- Conceptual Approach; National Council of Teachers of English

Recent calls for educational reform focus on the need for curricula emphasizing conceptual learning that is integrated across traditional subject areas. In response to this, the major national subject-matter organizations (including the National Council of Teachers of English) met to discuss and develop guidelines for integrating the curriculum from Pre-K-Grade 4, and the result is this position statement. The position statement outlines eight principles that should guide the implementation of an integrated curriculum. It states that an interdisciplinary education which draws from the knowledge and processes of multiple disciplines should encourage students to become active learners equipped with the analytical, interpretive, and evaluative skills needed to solve real-life problems. (NKA)

ED 450 387 CS 217 428

Elementary School Practices: NCTE Guidelines & Position Statements.
PUB DATE- 00
NOTE- 7p.; "Current research on language learning from the Committee on School Practices and Programs of the National Council of Teachers of English."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Educational Practices; Educational Research; Elementary Education; *Instructional Effectiveness; *Reading Instruction; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- National Council of Teachers of English

An update on current research and best practices in language learning, this brochure is intended for parents, business persons, teachers, school administrators, legislators, and others interested in elementary school programs and practices. It notes that important changes in the understanding of language learning have occurred due to extensive research in the past few decades, and that as a consequence, ideas about how to best teach children have changed as well. The brochure explains these new ideas, many of which may be different from those its readers remember, with the hope that the brochure will help its readers better understand and recognize ways in which elementary teachers are incorporating these new ideas in their classroom practice. It considers nine new interrelated ideas about the kinds of experiences that foster children's language learning, and describes what they might look like in the classroom. (SR)

Increasing multiculturalism and globalization have resulted in new literacies in Australia and other Western countries. "Reading between the lines" is a critical skill that children need to develop as they grapple with stories and information from other socio-cultural settings. The parable is an excellent conventional literary device for facilitating this skill because it contains a richness of implicit information within the text and an implicit overall message. This experimental study focussed on five conditions proposed to enhance learning: personal meaning, action, collaboration, empowerment, and self-affirmation (p.a.c.e.s.). Four homogeneous primary groups (n=20) were compared for comprehension of a generic parable. There was a control group. The s. group had one condition of learning implemented. The s.a.c. group had three conditions implemented and the p.a.c.e.s. group had all five conditions implemented. It was expected there would be an increase in the comprehension of both the implicit content of the parable and its underlying message as a function of the increase in the number of conditions. Individual analyses of Tasks 3 & 4 (re: the overall meaning) indicated no significant effect. However, there was a significant difference between groups' performances on each of the tasks. Developmental factors are suggested to explain the differences. The complete picture will not be available until Task 1 and Task 2 are analyzed and all results integrated. Contains 20 references and 4 tables of data. (Author/RS)

ED 450 409   CS 217 457

Adams-Boateng, Agnes
Second Graders' Use of Journal Writing and Its Effect on Reading Comprehension.
PUB DATE- 01
NOTE- 36p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Grade 2; Instructional Effectiveness; *Journal Writing; Primary Education; *Reading Comprehension; Reading Research; *Student Journals; Writing Assignments

The data gathered for this study supports the hypothesis that using journal writing, as a follow-up to reading literature, would improve second graders' ability to comprehend texts. The study compares the effects of journal writing and language-related activities on reading comprehension. Two groups of second graders were pre- and post-tested in October and in February, respectively. Initial scores of a Developmental Reading Assessment administered showed no significant difference between the means for both control and the experimental groups. The post-test scores showed significant difference between the experimental and control groups thus confirming the hypothesis that journal writing is an effective tool in improving second graders' comprehension of texts. Contains 17 references and 4 tables of data. Appendixes contain 4 student writing samples. (Author/RS)

ED 450 410   CS 217 458

Lankshear, Colin; Bigum, Chris
Literacies and Technologies in School Settings: Findings from the Field.
PUB DATE- 98
NOTE- 21p.; Invited keynote address to the joint national conference of the Australian Association for the Teaching of

explore the relatively unexamined practices of the Sophistic rhetoric of possibility; the paper answers that call, albeit with a focus on the possible within Indian narratives. (Contains 61 references.) (NKA)

ED 450 430   CS 510 509

Fassett, Deanna L.
Resisting Racism, Classism and Other "Isms": The Challenges of Whiteness Studies Scholarship for Communication Pedagogy.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Western States Communication Association (71st, Sacramento, CA, February 25-29, 2000). Alternative title is "Cassandra: Tales from the Field."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *College Faculty; *Communication (Thought Transfer); Higher Education; *Personal Narratives; Scholarship; *Teacher Role
IDENTIFIERS- *Assistant Professors; *Personal Writing; Teaching Perspectives; Vignettes

This paper, written in a highly personal style, follows the "docustory" model first employed in "Communication Education" in 1993 when the journal presented a series of 13 docustories from various scholars in the field--each tried to articulate "When Teaching Works." The paper is a partial attempt to value the experiences of the newly transitioning assistant professor, someone who is attempting to birth her "graduate student soul" into a new body, a new role. In many ways, the paper is an exploration of what whiteness studies, as an exploration of the interstices of power, privilege, and disenfranchisement, might mean for teacher-scholars at work in communication theory. The paper illustrates, through six vignettes, one particular assistant professor's life as a member of the communication faculty at a university. (NKA)

ED 450 431   CS 510 510

Fassett, Deanna L.
"You Get Pushed Back": The Social Construction of Educational Success and Failure and Its Implications for Educational Reform.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the Western States Communication Association (72nd, Coeur d'Alene, ID, February 23-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Failure; Communication Research; *Educational Change; Educational Research; Higher Education; Interviews; *Student Role
IDENTIFIERS- Communication Patterns; *Social Construction; Students as Subjects

One of Matt Groening's popular cartoons offers two different perspectives regarding the purpose and value of formal education in America: "Bongo's" belief that a good education must consist of an engaging classroom environment and proper emotional, intellectual, and structural resources; and of frequently asked questions, including questions regarding the applicability of the suggestions to unique school circumstances, the durability of the guidance given rapid changes in education, and the use of the enclosed CD-ROM of forms. (TEJ)

ED 450 449   EA 030 838

Smith, Judie
School Crisis Management Manual: Guidelines for Administrators.
PUB DATE- 97
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; *Counseling Effectiveness; Counseling Services; *Counselor Teacher Cooperation; Crime Prevention; *Crisis Intervention; *Crisis Management; Elementary Secondary Education; *Emergency Programs; School Counseling; School Counselors; School Culture; School Psychologists; School Security; Victims of Crime; Violence
IDENTIFIERS- *Action Plans; Crisis Teachers

A disturbing escalation in campus emergencies compels school districts to draft effective crisis-management action plans. Effective plans can be devised that relieve burdens on principals and other school personnel, by diminishing chaos and panic, disseminating accurate information, attending to emotional strain on staff and students, and providing essential follow-up services. Advance preparation is essential for effective crisis management. Careful planning can prevent the escalation of a crisis, and each school must develop a specific plan suiting their own needs. Plans should include a team of trained individuals who are prepared to respond should a crisis occur. The principal, nurse, counselor, security officer, parent liaison, and faculty liaison each have important roles in crisis management and must be prepared to respond effectively. This manual provides step-by-step guidelines for managing a variety of crisis situations. It includes steps for mitigation of, and immediate response to, an emergency. All crises share some common aspects, including the need for communication, rumor control, and effective media interview skills. This section includes a sample fact sheet, memos, letters, media guidelines, and response steps for 29 crisis situations. Some crises require additional planning for such exigencies as bomb threats, when principals must make critical decisions about whether or not the threat is real. Following the resolution of a crisis, numerous issues typically remain to be addressed. Memories of the experience, for example, can traumatize members of the school community, particularly young students, making long-term counseling important. School administrators must appreciate the different needs and vulnerabilities of children of differing ages. This section provides suggestions for coping with post-traumatic stress; offering crisis counseling for students, faculty, and parents; and hosting a community meeting to facilitate broader healing. Effective recovery must begin with stress management for the crisis workers, particularly for crisis and grief counselors, and requires effective post-crisis debriefing. (Contains 22 references.) (TEJ)

ED 450 450   EA 030 839

cohesive communities. (Contains as 9-page index.) (TEJ)

ED 450 465 EA 030 885

Buckner, Kermit
Tenure and Employment Contracts: Evolving Standards for Principals. A Legal Memorandum.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrators; Contracts; Due Process; *Employer Employee Relationship; Employment Experience; *Employment Practices; Job Application; Job Performance; Job Security; Laws; Negotiation Agreements; *Performance Contracts; *Personnel Policy; *Principals; Secondary Education; *Tenure; Work Environment
IDENTIFIERS- National Association Secondary School Principals

Decision makers in education frequently identify tenure laws as a barrier to improving student achievement. Many principals believe statutes and case law adequately protect employees, and join others calling for modifications in tenure policies. The inadequate number of qualified applicants for principal positions is a national problem that requires addressing such causes as stress, accountability, and inadequate compensation. Research reveals principals play a key role in school reform. The reform efforts of districts frequently include increasing standards and expectations, making the principal's job more challenging and likely worsening current applicant-supply problems. The accountability movement has produced major changes in administrator tenure policies. Many states that ended principal tenure allow current administrators to retain their tenure status. In other states, the combination of contract laws and court rulings helps protect principals from arbitrary personnel actions. Many states with collective bargaining agreements for principals are moving to performance-based contract language without tenure protection, including districts in Connecticut, New York, Illinois, and Colorado. Principals must acquaint themselves with relevant contract law before entering negotiations for appointment, including state laws, school board policies, and case law. Administrators must also be prepared to negotiate specific working conditions and evaluation criteria reflecting the degree to which the districts provide resources required for success. (TEJ)

ED 450 466 EA 030 886

Early Childhood Education & the Elementary School Principal: Standards for Quality Programs for Young Children. Second Edition.
PUB DATE- 98
NOTE- 72p.; Funds for the publication of this Standards document were generously contributed by Lifetough, Inc., Minneapolis, MN.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Academic Standards; Benchmarking; Curriculum Development; *Curriculum Enrichment; Curriculum Evaluation; Developmentally Appropriate Practices; *Early Childhood Education; *Early Intervention; *Educational Quality; Educationally Disadvantaged; Elementary Education; *Parent School Relationship; Program Effectiveness; Total Quality Management

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Collective Bargaining; *Contracts; *Cooperation; Educational Change; Educational Improvement; Elementary Secondary Education; Public Schools; *School Districts; *Teacher Associations; *Trust (Psychology)

This paper discusses the role of trust in relationships between teacher unions and their school districts. While the authors are not opposed to unions and management developing more trusting and collaborative relationships, their experiences and research suggest that trusting relationships will not by themselves bring about education improvement. More important is a fundamental commitment on the part of both teacher unions and school districts to change both the purpose and the scope of negotiated agreements. If the result of more cordial negotiations is simply a more cooperative atmosphere, then little of substance will have been accomplished. Union-management collaboration should not imply consistent civility. Bargaining is not an either-or proposition, either collaborative bargaining or adversarial negotiations. There must be a willingness to discuss issues that have traditionally been taboo. (Contains 19 references.) (DFR)

ED 450 486 EA 030 920

Schonfeld, David J.; Newgass, Scott
School Crisis Preparedness and Response.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (New Orleans, LA, March 16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Crisis Intervention; *Crisis Management; Elementary Secondary Education; *Emergency Programs; *Mental Health Programs; Public Schools; *School Safety; *School Security; Staff Development

Dealing with the impact of crisis on school children and staff is not the primary mission of schools. Therefore, many schools remain unprepared to respond to a crisis affecting students and staff. Too often they respond to each successive crisis in a reflexive manner with little preplanned coordination or structure. This workshop provides an overview of a program that began as a regional, collaborative effort to develop an organizational model for multidisciplinary, communitywide school-based crisis-intervention services for four school districts in the New Haven region. Goals of the workshop include developing and implementing an organizational model for school-crisis preparedness and response, establishing and coordinating training of school staff, and enhancing community resources to address emergent mental-health needs of children and adolescents in crisis settings. Vignettes are presented contrasting two schools' responses to a comparable crisis event. (Contains 29 references.) (DFR)

ED 450 487 EA 030 921

Jefferson, Anne L.
Canadian Support for Elementary and Secondary Education (1998-1999).

greater concerns than school staff. Both parents and school staff were less likely to support inclusion for children with severe disabilities or those with emotional and/or behavioral problems, relating this lack of support to the program's ability to adequately address their needs. Respondents also identified a number of benefits of inclusion for families of preschoolers with disabilities. Finally, most of the parents were "very satisfied" with their child's preschool inclusion program, the quality of the teachers, and the availability of related services. (CR)

ED 450 506 EC 308 263

Quill, Kathleen Ann
Do-Watch-Listen-Say: Social and Communication Intervention for Children with Autism.
PUB DATE- 00
NOTE- 430p.; "With invited contributions from Kathleen Norton Bracken, Maria E. Fair, and Julie Ann Fiore."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Autism; Check Lists; *Communication Skills; *Curriculum Design; Elementary Secondary Education; Evaluation Methods; *Interpersonal Communication; Interpersonal Competence; Intervention; Learning Activities; *Measures (Individuals); *Social Development; Student Evaluation

This assessment and intervention guide features an assessment tool along numerous creative ideas to promote social and communication skills in children with autism. Practical background information on perspectives of autism and guidelines for designing and implementing intervention plans are included in the guide. The assessment, the Assessment of Social and Communication Skills for Children with Autism, contains a set of questionnaires and checklists that are designed to allow interventionists to obtain a detailed profile of a child's abilities in more than 100 sub-skill areas and target specific skills for intervention. Each sub-skill on the assessment tool has a corresponding activity sheet, which outlines intervention activities to enhance social reciprocity, imitation, solitary play, social play, group skills, and social communication. Using the targeted activity sheets, interventionists can build an individualized social and communication skills curriculum for each student with autism. The guide also includes data collection forms to help chart children's progress as well as an extensive list of resources pertaining to children with autism, including books, music, toys, software, distributor addresses, Web sites, and recommended readings. (Contains approximately 250 references.) (CR)

ED 450 507 EC 308 264

Orkwis, Raymond; DeCarme, Judi; Glover, Joanne
Research, Innovation, and Evaluation. Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 2000.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 288p.; See ED 437 790 for earlier version.

NOTE- 64p.; Prepared by P.R. Lind & Company.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Advocacy; Attitude Change; Change Strategies; Delivery Systems; *Disabilities; Economic Opportunities; Employment Programs; Employment Services; *Entrepreneurship; Program Development; *Self Employment; *Small Businesses; Technical Assistance; *Vocational Rehabilitation
IDENTIFIERS- *Presidents Committee on Employment of Handicapped

This report from the President's Committee on Employment of People with Disabilities, a federal agency that coordinates and promotes public and private efforts to enhance the employment of people with disabilities, discusses the current status of small business and self-employment opportunities for people with disabilities and offers recommendations for addressing barriers to business ownership. Recommendations include: (1) mainstream business development organizations, both public and private, must make a commitment to reach out to individuals with disabilities; (2) outreach and awareness-raising efforts are needed to educate the public, individuals with disabilities, government agencies, financial institutions, and business development professionals about the viability of business ownership for people with disabilities; (3) vocational rehabilitation counselors need adequate education, training, and clear policy guidance relative to self-employment or small business ownership as vocational outcomes; (4) people with disabilities need access to flexible capital based on the merits of their business plans; (5) business development services targeted to individuals with disabilities must include a comprehensive framework for providing training and technical assistance services; and (6) continued research is needed on the self-employment of people with disabilities being served through public service delivery systems and those who are independently pursuing self-employment. (Contains 60 references.) (CR)

ED 450 526 EC 308 283

Ability You Can Bank On. Educational Kit 2000.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Adults; *Arbitration; Attitude Change; Attitudes toward Disabilities; *Career Development; *Disabilities; Employer Attitudes; Employer Employee Relationship; *Employment; *Mentors; *Self Employment; Small Businesses; Work Environment
IDENTIFIERS- *Presidents Committee on Employment of Handicapped

This educational kit from the President's Committee on Employment of People with Disabilities, a federal agency that coordinates and promotes public and private efforts to enhance the employment of people with disabilities, is designed to assist employers in promoting the employment of people with disabilities. Committee activities carried out in 1999 are described and perforated pull-out information sheets are then provided that address: (1) disability friendly strategies for the workplace; (2) accommodating employees with hidden

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Public Schools; *School Community Relationship; School Construction; Space Utilization
IDENTIFIERS- *Principles Approach

This document provides a framework of educational design principles from which educators and design professionals can structure the content of their educational facility development process, from the earliest strategic and educational planning stage to design, construction, occupancy, and facility management. Each of the 33 educational design principles presented has as its underlying premise that all learning environments should be learner-centered, developmentally- and age-appropriate, safe, comfortable, accessible, flexible, equitable, and cost effective. The principles are divided into the following areas: educational facility planning and design process principles; principles for site and building organization; principles for primary educational space; principles for shared school and community facilities and community spaces; principles related to the character of all spaces; and principles related to site design and outdoor learning spaces. (GR)

ED 450 545 EF 005 790

Olle, Teresa M.
"P" Is for Poison: Update on Pesticide Use in California Schools. CPR Series Report.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Richard and Rhoda Goldman Fund, San Francisco, CA.; California Wellness Foundation.; Clarence T. Heller Charitable Foundation, San Francisco, CA.
PUB DATE- 00
NOTE- 33p.; Funding also received by Columbia Foundation, David L. Klein, Jr. Foundation, Foundation for Deep Ecology, Morris Family Foundation Fund. For another CPR report on pesticide use in California schools, see EF 005 939.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Pesticides; *Pests; Poisons; *Public Schools; Surveys
IDENTIFIERS- *California; *Health Hazards; Policy Issues

This report reveals school pesticide use, pest management decision-making notification, and record keeping in California school systems. All 13 of the most populous school districts that responded to the survey reported using 1 or more of 42 particularly hazardous cancer-causing pesticides. The majority of California schools have failed to adopt and implement less-toxic means of pest control and have been either unable or unwilling to produce basic information about pesticide use in schools, leaving parents, teachers, and policymakers uninformed. Pesticide-linked trends in children's health continue to mount: about 8,000 children are diagnosed with cancer each year, and asthma has become the number one cause for student absenteeism. The report recommends that policymakers eliminate school use of pesticides which cause cancer, that school districts should implement policies which would eliminate use of cancer-causing pesticides, and that

Junior High Schools; *Lesson Plans; Listening Comprehension; Notetaking; Oral Language; Reading Comprehension; Second Language Instruction; Second Language Learning; Student Evaluation; Writing Skills
IDENTIFIERS- *Alberta

Aligned with its 1998 standards for first and second language learning, Alberta Learning has published lesson plans that aim for a closer relationship between learning and evaluation. Each volume in this series presents a specific task for students that involves planning, carrying out, and evaluating their work. The task for seventh grade students who are learning French as a second language is to listen to and reflect on a Native American legend, "The Legend of Katch'ati." The guidebook has four parts: a Teacher's Guide, a Student Notebook, Examples of Student Work, and Pedagogic Notes. The Teacher's Guide introduces the objectives and guidelines for the project and grading criteria. The Student Notebook includes directions for the project, outlines for note-taking, and questions for comprehension and reflection. The third section presents examples of students' notes and answers to the questions followed by an evaluation of their responses. Finally, the Pedagogic Notes include goals and principles for the teacher to keep in mind throughout the project, notes on the levels of linguistic production and sophistication of ideas that students should achieve at the intended grade level, and an analysis of the thinking and writing process from the Examples of Student Work. A second lesson plan in the same four-part format has the students prepare a short speech on the topic "A Person that I Admire." An accompanying video shows examples of students' oral production. (JSS)

ED 450 569   FL 026 419

Modeles de rendement langagier: French Language Arts--8e annee. Francais langue seconde--immersion: (Models of Linguistic Production--French as a Second Language/Immersion: 8th Grade).
PUB DATE- 00
NOTE- 241p.
LANGUAGE- French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Evaluation Criteria; Foreign Countries; *French; Grade 8; *Immersion Programs; Junior High Schools; *Lesson Plans; Listening Comprehension; Oral Language; Reading Comprehension; Second Language Instruction; Second Language Learning; Student Evaluation; Writing Skills
IDENTIFIERS- *Alberta

Aligned with its 1998 standards for first and second language learning, Alberta Learning has published lesson plans that aim for a closer relationship between learning and evaluation. Each volume in this series presents a specific task for students that involves planning, carrying out and evaluating their work. The task for eighth grade students who are learning French as a second language is to read several texts on the topic of "inventions" and to respond to questions. The guidebook has four parts: a Teacher's Guide, Student Materials, Examples of Student Work, and Pedagogic Notes. The Teacher's Guide introduces the objectives for the project in terms of the reading process and the content of the lesson, specific guidelines for introducing and directing the project, and grading criteria. The Student Materials include directions for the project, the articles to be read, and questions for

(Psychology); Second Language Instruction; Second Language Learning; Student Role; Teaching Methods; Visualization

This article describes a variety of ways learners can help themselves remember new words, choosing the ones that best suit their learning styles. It is asserted that repeated exposure to new lexical items using a variety of means is the most consistent predictor of retention. The use of verbal, visual, tactile, textual, kinesthetic, and sonic memory aids can and should be introduced to learners as a viable means of improving their ability to recall words. Because each student has his or her own individual learning style, it is important that learners be presented with a variety of strategies from which to choose. In addition to increasing the range, depth, and recall of vocabulary, these techniques also offer learners the opportunity to become more aware of their individual learning styles, an important step on the path to becoming more confident and autonomous learners. The methods offered include the following: association/elaboration method; finger method; grouping method; imagery method; keyword method; loci method; narrative method; peg method; physical response method; pictorial method; word chain method; semantic mapping method; visual method; spatial grouping method; and the sound representation method. (KFT)

ED 450 590 FL 026 607

Rudy, Dennis W.
Project Great Start Biennial Evaluation Report.
PUB DATE- 99
NOTE- 24p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Charts; Elementary Education; *English (Second Language); Federal Legislation; Interviews; *Limited English Speaking; Parent School Relationship; Parent Student Relationship; Participant Observation; Program Effectiveness; *Program Evaluation; Second Language Instruction; Second Language Learning; Student School Relationship
IDENTIFIERS- *Community Consolidated School District 15 IL

Project Great Start is designed to provide non-, limited-, and near-native English proficient students with improved, intensified, and increased learning opportunities for accelerated English acquisition and significant academic achievement. It focuses on three groups: students, parents, and school staff. Students and parents benefit from separate resource centers focused on their needs, and school staff benefit from system-wide professional training workshops and university-sponsored courses. The project is given top marks for curriculum design and language of instruction, professional development, program management, and effectiveness of implementation. Based on the results of several standardized tests, participant observation, student portfolios, student retention, and institutional records, it is concluded that Project Great Start has been and continues to be a very effective program. Eight references and several charts are included. (KFT)

ED 450 591 FL 026 608

Holden, William R.
Making the Most of Movies: Keeping Film Response Journals. Classroom Ideas.
PUB DATE- 00

they have opportunities to learn English in a supportive, non-threatening interaction with a proficient English speaker who has knowledge of life in the United States. Because the interaction is written, it allows learners to use reading and writing in purposeful ways and provides a natural, comfortable bridge to other kinds of writing. Dialogue journal writing is consistent with a learner-centered curriculum, in which learners write to express themselves, to make sense of their own and others' experiences, and to develop their abilities. This Q&A defines dialogue journals, explains the benefits (extended contact time with learners; management of classes with learners of varying language, ability, and interest levels; effective assessment of learner needs and progress; and general facilitation of language learning); outlines the challenges (correctness of the writing; finding the time to respond to learners' writing; writing that can sometimes be overly personal); and discusses the logistics (materials, frequency and length of writing, writing instructions and topics, and journal partners). (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Contains 14 references.) (KFT)

ED 450 615   FL 801 429

Fuchs, Marjorie
The Oxford Picture Dictionary. Beginning Workbook.
PUB DATE- 99
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Charts; Class Activities; Elementary Secondary Education; *English (Second Language); Illustrations; Instructional Materials; Literacy; Picture Books; Reference Materials; Second Language Instruction; Second Language Learning; *Vocabulary; *Workbooks; Worksheets

The beginning workbook of the Oxford Picture Dictionary is in full color and offers vocabulary reinforcement activities that correspond page for page with the dictionary. Clear and simple instructions with examples make it suitable for independent use in the classroom or at home. The workbook has up-to-date art and graphics, explaining over 3700 words. The book is divided into chapters covering various aspects of everyday life. Chapter topics include the following: everyday language, people, food, housing, clothing, health, community, transportation, areas of study, plants and animals, work, and recreation. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 450 616   FL 801 430

Weiss, Renee; Adelson-Goldstein, Jayme; Shapiro, Norma
Classic Classroom Activities: The Oxford Picture Dictionary Program.
PUB DATE- 99
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Charts; Class Activities; Elementary Secondary Education; *English (Second Language); Illustrations; Instructional Materials; Literacy; Picture Books; Reference Materials; Second Language Instruction; Second Language

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Higher Education; *Private Colleges; *Profiles; Program Descriptions; Student Financial Aid
IDENTIFIERS- *Ohio

This guide contains information on Ohio's independent colleges and universities, including: (1) a map of the state's private schools; (2) quick facts about independent higher education in Ohio; (3) financial aid; (4) private college visitation days; and (5) college and university profiles. The profiles provide information on 1999-2000 enrollment, admission procedures, advanced credit opportunities, transfer credit policies, housing, Fall 1999 freshman profile, recommended high school curriculum, minority/multicultural programs, learning disabled students, athletics, financial aid, and majors. (EV)

ED 450 637 HE 033 812

Devlin, Maureen E., Ed.; Meyerson, Joel W., Ed.
Forum Futures: Exploring the Future of Higher Education, 2000 Papers. Forum Strategy Series, Volume 3. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 01
NOTE- 192p.; Published in collaboration with EDUCAUSE.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Educational Change; Educational Policy; *Educational Trends; *Higher Education

This book summarizes presentations and discussions from the Fall 1999 symposium of the Forum for the Future of Higher Education. Part 1, "Winner-Take-All Markets," includes: (1) "Higher Education: The Ultimate Winner-Take-All Market?" (Robert H. Frank); (2) "The Return to Attending a More Selective College: 1960 to the Present" (Caroline M. Hoxby); and (3) "The Idea of Organic Growth in Higher Education" (James Engell). Part 2, "Defining and Managing Costs," contains: (4) "Maintaining a Nice Green Lawn: The Competitive Landscape in Lower Profile College Sports" (James L. Shulman, William G. Bowen); and (5) "Tuition Rising: Why College Costs So Much" (Ronald G. Ehrenberg). Part 3, "Planning for the Future," contains: (6) "'When Industries Change' Revisited: New Scenarios for Higher Education" (David Collis); (7) "Strategic and Financial Planning for Information Technology in Higher Education" (Michael A. McRobbie, Judith G. Palmer); and (8) "Why Some Enterprise Improvement Models Have More Lasting Effects Than Others" (Wendell C. Brase). (EV)

ED 450 638 HE 033 813

Lonsway, Francis A.
The Graduating Student Questionnaire: An Analysis of Three Years of Use.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Student Attitudes; Student Characteristics; *Student Surveys; *Theological Education
IDENTIFIERS- *Association of Theological Schools

This study explored findings from a three-year administration of arguments about remedial education in higher education resemble the arguments of earlier times, this bibliography highlights some historical sources. It also lists sources that present arguments and policies related to remediation debates at the state and institutional levels. Literature discussing promising approaches to remediation is also featured. It is hoped that these resources will help those involved in the debate about the role of remediation in higher education. The annotated bibliography contains 13 sources, all of which are in the ERIC database. (SLD)

ED 450 661 HE 033 837

Preparandose para la Universidad (Getting Ready for College).
PUB DATE- 00
NOTE- 7p.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; *College Preparation; *Course Selection (Students); Economic Factors; *High School Students; High Schools; Higher Education; Income; *Paying for College; Spanish; *Student Financial Aid

This brochure advises high school students about the economic advantages of attending college, the affordability of college, and getting ready for college. Written in Spanish, it explains the average costs of a college education and describes the availability of financial aid in general terms, briefly reviewing grants, loans, work-study programs, scholarships, and education tax credits. The brochure outlines the criteria for eligibility for federal financial aid and suggests some additional sources of information about college costs and planning. Some specific tips are given for the student planning for college. These are: (1) take classes at a high academic level; (2) do what is necessary to be admitted; (3) look for financial aid; and (4) expect success in the future. The brochure stresses that, although the cost of a college education may appear beyond the reach of many families, the cost of not attending college is considerable, and there is no greater investment than a college education. (SLD)

ED 450 662 HE 033 838

Barrows, Leland C., Ed.
Internationalization of Higher Education: An Institutional Perspective. Papers on Higher Education.
PUB DATE- 00
NOTE- 95p.; Assistant editors were Maria-Ana Dumitrescu and Rachel Fancy. First three papers presented at the Annual Meeting of the European Association of International Education (Stockholm, Sweden, 1998).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Global Approach; *Higher Education; *International Education; International Relations; Learning; Research; Teaching Methods
IDENTIFIERS- Internationalism

The papers in this collection focus on ways higher education

By 1997, men earned more than women in all fields of study except engineering, health (other than nursing) and humanities and arts. Appendixes contain a glossary and technical notes. (Contains 20 tables, 3 figures, and 16 references.) (SLD)

ED 450 681   IR 020 102

Lathrop, Ann; Foss, Kathleen
Student Cheating and Plagiarism in the Internet Era. A Wake-Up Call.
PUB DATE- 00
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cheating; Educational Resources; Elementary Secondary Education; Honesty; Internet; *Plagiarism; Problems; *Student Behavior
IDENTIFIERS- Electronic Resources

This book is organized as a practical guide for educators and parents who want to reduce cheating and plagiarizing. Ideas and strategies to counter other high-tech and more traditional "low-tech" cheating and plagiarism in K-12 schools come from dozens of authors and educators. References to online and print resources can be useful at home or in the classroom. The articles that follow many of the chapters were selected to extend the discussions, or to summarize the chapters. A "Chapter Overview" introduces each chapter--except the first--and lists the chapter subheadings, including any "Copy-Me" pages. "Pointers" at the end of each chapter--except the first--direct the reader to related information in other chapters. "Copy-Me" pages are provided for use as discussion starters with students, faculty, or parents. (The content of Copy-Me pages must not be edited and a credit statement is specified to be included whenever the page is reproduced.) The "Summary List of Web Addresses" includes all Web addresses mentioned in the book (accurate as of March 2000). Chapters are organized into three parts: Part I: "A Wake-Up Call: What's Going On," Part II: "A Call to Action: What We Can Do," and Part III: "Taking Action: Making It More Difficult To Cheat and Plagiarize." Includes summary list of web addresses and an index. (Contains 168 references.) (AEF)

ED 450 682   IR 020 106

Blanchard, Jay, Ed.
Educational Computing in the Schools: Technology, Communication, and Literacy.
PUB DATE- 99
NOTE- 119p.; This volume has been co-published simultaneously as "Computers in the Schools" Volume 15, Number 1, 1999.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Mediated Communication; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Internet; *Literacy; Online Systems
IDENTIFIERS- Access to Technology; Technology Integration

This book is a collection of articles that examine critical issues of technology, teaching, and learning in three areas:

"Smart Computing"--Orienting Your Students.
PUB DATE- 99
NOTE- 9p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Literacy; Computer Oriented Programs; Computer Uses in Education; Higher Education; Information Policy; Interactive Video; *Orientation; Teaching Methods

This paper discusses how to present new college students with their initial exposure to policy, security, and ethical computing issues. The Office of Policy Development and Education participates in summer orientation to introduce students to proper use of information technology resources at the University of Michigan. This presentation is known as "Smart Computing." Video vignettes were created to highlight key issues for incoming students. This paper examines the creation of the "Smart Computing" presentation. Discussion includes: objectives of the presentation; audience psychology; development of the presentation; adaptation of the presentation; student attitudes and reaction; other venues for presentations; lessons learned; and planning for the next orientation. (AEF)

ED 450 701 IR 020 582

Connolly, Christopher G.
A Dynamic and Individualized Web System.
PUB DATE- 99
NOTE- 8p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Computer System Design; Computer Uses in Education; Design Preferences; Higher Education; Information Networks; Information Systems; Information Technology; *World Wide Web

Many universities have striven to provide their students, parents, faculty, staff, and alumni with robust, useful, and informative Web sites. Villanova University (Villanova, Pennsylvania) has spent the last 12 months overhauling its static Web site to a dynamic and individualized Web system. At the outset, the term "portal" was adopted by the industry, and its methodologies were found to accurately describe many of the objectives that the University wanted to achieve. This paper is designed to evaluate the evolving Web-based technologies and uses Villanova University's work for case study examples of these technologies. The objective of this paper is to provide the reader with a better understanding of what constitutes a truly integrated, dynamic and individualized Web system. Highlights include: Internet Web site; Intranet Web site; portals; in-house versus commercial portals; preliminary steps for portal integration; and enabling individualized Web-based solutions. The paper concludes that dynamic and individualized Web systems will become essential for organizations over the

ED 450 213 CE 081 171

Smith, Lola B.
The Socialization of Females with Regard to a Technology-Related Career: Recommendations for Change.
PUB DATE- 00
NOTE- 30p.; The journal is a service of North Carolina State University, Raleigh.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *Cultural Influences; Environment; *Family Influence; *Females; Job Satisfaction; Males; Mathematics Education; *Nontraditional Occupations; Occupational Aspiration; Opportunities; Outcomes of Education; Peer Influence; Postsecondary Education; Qualitative Research; Science Education; Secondary Education; Social Influences; Socialization; Teacher Influence; *Technical Occupations; Technology Education; *Womens Education
IDENTIFIERS- Scaffolding

A study investigated the experiences of a purposive sample of 12 women who have taken technological career paths and who have excelled in their respective fields. The study began with one question: "What internal and/or external factors influenced, supported, and/or encouraged these women to become competent at a very high level in nontraditional, technologically related professions?" By "nontraditional," the researcher meant these fields that are nontraditional for women: mathematics, science, and technology (MST). The study used a qualitative design that included in-depth interviews, observations, and document analyses. The study's conclusions reinforced prior research that indicated that role models, scaffolding, and collaborative or reality-based assignments facilitate girls' interest in MST. New findings revealed that fathers, male peers, and male siblings played a strong part in motivating the participants to engage in tinkering activities and provided scaffolding. Other findings indicated that girls need to be encouraged to ask questions and to take risks, even if they are only moderate ones, if they are to enter MST fields. From the data, it appeared the infusion of play activities in MST environments also needs to be encouraged. (Contains 81 references.) (KC)

ED 450 214 CE 081 228

Mangum, Garth
Requiem for Employment and Training Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 11p.; Paper presented at the National Dissemination Center for Career and Technical Education (Columbus, OH, February 8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Adult Basic Education; Costs; Demand Occupations; Dislocated Workers; *Education Work Relationship; *Educational Needs; *Employment Patterns; *Employment Programs; Employment Qualifications; *Federal Programs; *Job Training; On the Job Training; Postsecondary

changes in career self-efficacy after an internship. A sample of 66 preservice teachers at a large southern university completed a measure of career self-efficacy and the LOT-R (Life Orientation Test-Revised), which measured dispositional optimism prior to beginning their internship. After a three-month internship, the subjects again completed measures of career self-efficacy and subjective performance ratings. Results indicate that the best predictors of increasing career self-efficacy during an internship for preservice teachers were the following: (1) level of preexisting career self-efficacy; and (2) subjective beliefs about their performance during the internship. These factors had a greater effect than the personal trait of dispositional optimism. The findings suggest internships may be a learning experience that successfully leads to increases in career self-efficacy. In addition to showing the effectiveness of internships in increasing career self-efficacy, the study shows the importance of providing self-relevant performance feedback during an internship. (Appendixes include the survey instruments and 34 references.) (YLB)

ED 450 232   CE 081 366

Maher, Patricia A.; Passmore, Denise
Conversations with Long-Time Adult Educators.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (45th, Tallahassee, FL, November 8-10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Educators; *Biographies; *Career Choice; Career Development; Educational Change; *Educational Philosophy; *Educational Trends; *Influences; Interviews; Life Events; Teacher Attitudes
IDENTIFIERS- Houle (Cyril O)

A study conducted life history interviews with long-time adult educators regarding their career paths and choices, philosophical perspectives, influences in professional careers, changes witnessed in the field, and predictions about future trends in adult education. A literature review focused on the history of adult education in the United States and major philosophical perspectives about adult education that have evolved. Study results were based on 17 adult educators who have been formally involved in the field throughout North America for at least 40 years and whose roles in the field were confirmed through published work or positions of responsibility or leadership. Data were collected through interviews, written responses to questionnaires, and review of background information from vitas and published literature. Six major themes were identified in data analysis: (1) there were commonalities in influences that helped shaped their careers, with most citing Cyril Houle as having been most influential; (2) philosophical perspectives were diverse but remained generally unchanged; (3) most participants identified similar changes in the field over the past 40 years; (4) predictions about future trends were congruent with their individual philosophical perspectives; (5) almost none of the individuals intentionally went into the field of adult education; and (6) even though most are officially retired, they were still involved in some form of adult education. (The survey is appended.) (YLB)

*Merit Pay; *Merit Rating; *Performance Based Assessment; Performance Contracts; Performance Factors; Rewards; *School Business Relationship; Teacher Effectiveness; Teacher Improvement; Teacher Motivation; *Teacher Salaries; Teaching Skills

Implementing pay-for-performance salary structures has been used successfully in business and can result in benefits for educational systems when implemented along with other compensation reforms. Business leaders can help in the implementation of teacher pay-for-performance systems in the following ways: (1) ensure that pay-for-performance plans are developed in conjunction with, rather than for, teachers; (2) emphasize the importance of using multiple, credible, and objective measures of teacher skills and student progress; (3) encourage school leaders to establish a clear system of rewards that are at least 5 to 10 percent of base salary, delivered within one year, and recognized as additional pay, not pay taken from some teachers and given to others; (4) help school leaders plan for increased costs and administrative responsibilities; (5) advise school leaders on the possible use of consultants to help implement the new system; (6) point out the importance of aligning pay-for-performance plans with overall school goals; and (7) encourage school leaders to consider pay-for-performance in conjunction with comprehensive reforms of teacher compensation as well as other organizational changes to improve teaching. Compensation systems send signals to employees about what an organization values. The current system signals that longevity and graduate credits are what schools value. There is a need for a new, much more flexible compensation system for teachers. Where credible indicators of student progress are available, pay-for-performance can contribute to this new system by rewarding teachers for student results. (Contains 11 references.) (KC)

ED 450 250 CE 081 397

Grudens-Schuck, Nancy; Hargrove, Tasha M.
Indicators of Dependency in Participatory Extension Education.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Evaluation Association (Waikiki, Hawaii, November 2-4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Classroom Environment; Community Development; Community Education; *Dependency (Personality); Developed Nations; Developing Nations; Evaluation Methods; Extension Agents; *Extension Education; Foreign Countries; Intergroup Relations; Models; *Participation; Partnerships in Education; Postsecondary Education; Self Help Programs; Student School Relationship; *Teacher Role; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Canada; Indonesia; *Interdependence; New Zealand; *Self Reliance

Participatory adult education programs assist individuals to substitute interdependent, mutually beneficial relationships for unrewarding, dependent relationships. Indicators of changes in dependency, however, are absent or imprecise in evaluations of participatory projects. A study explored facets of dependency by relating practitioners' activities in Canada (on experimental farm planning projects), Indonesia (on various government/village projects), and New Zealand (on natural

ED 450 267 CE 081 424

Australian Apprentice & Trainee Statistics: Electrical and Electronics Trades, 1995 to 1999. Australian Vocational Education & Training.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; *Apprenticeships; Comparative Analysis; Economic Climate; Education Work Relationship; Educational Attainment; *Electrical Occupations; Electricians; Electronic Technicians; Electronics; *Employment Patterns; Employment Projections; Employment Qualifications; Enrollment Influences; *Enrollment Trends; Foreign Countries; Geographic Location; Job Training; Labor Market; Labor Needs; Labor Supply; Occupational Clusters; Occupations; Outcomes of Education; Paraprofessional Personnel; Participation; Postsecondary Education; Rural Areas; Secondary Education; Semiskilled Occupations; Skilled Occupations; Student Certification; Student Characteristics; Tables (Data); Technical Occupa Australia; *TAFE (Australia)
IDENTIFIERS- Australia; *TAFE (Australia)

Statistics regarding Australians participating in apprenticeships and traineeships in the electrical and electronics trades in 1995-1999 were reviewed to provide an indication of where skill shortages may be occurring or will likely occur in relation to the following occupations: electrical engineering associate professional; electronics engineering technician; electrical and electronics tradespersons; and electrical and telecommunications trades assistants. The review focused on the following items: commencements, number in training, and completions; age; Australian Qualifications Framework level; geographic region by state/territory; school attendance status; other training; and enrollment figures versus projected employment trends. The following were among the main findings: (1) for all selected electrical and electronics trades together but excluding electrical and telecommunications trades assistants, commencements and numbers in training grew but completions declined from 1995 to 1998; (2) of the specific occupations reviewed within the four occupational categories, two (electronics and office equipment tradespersons and electrical distribution tradespersons) declined; (3) in 1995-1998, electrical and electronics trade commencements increased in every state and territory except Tasmania; and (4) the communications tradespersons occupation category had the highest forecast average annual growth rate (5.4%) and has also experienced one of the greatest growth rates (44.7%) for apprentices and trainees from 1995 to 1998. (Contains 12 tables.) (MN)

ED 450 268 CE 081 425

Australian Apprentice & Trainee Statistics: Mechanical Engineering and Fabrication Trades, 1995-1999. Australian Vocational Education & Training.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English

beginning to share these views. The study concluded that policy-level action is needed to keep STW alive in Arizona. (KC)

ED 450 283 CE 081 448

Gau, Rebecca
The Workforce Investment Act of 1998 and Arizona's Workforce Development System. Issues in Brief.
PUB DATE- 00
NOTE- 8p.; "On behalf of Greater Phoenix Leadership."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Career Information Systems; Corporate Support; Delivery Systems; Education Work Relationship; Educational Needs; *Employment Programs; *Federal Legislation; Federal Programs; *Job Training; *Labor Force Development; *Labor Needs; Partnerships in Education; Postsecondary Education; Program Development; Program Implementation; School Business Relationship
IDENTIFIERS- *Arizona (Phoenix); Career Centers; *Workforce Investment Act 1998

This brief provides information about the Workforce Investment Act (WIA) of 1998, how it will be implemented in the greater Phoenix, Arizona, area, and the program's relevance to business. The brief also discusses the current work force development system, including information on these five areas of interest: (1) what the literature says about work force development; (2) Arizona's current work force development system; (3) an overview of the WIA; (4) what's really new in the new system; and (5) what's in it for Arizona's business community. The report concludes that research and several prominent business organizations suggest that businesses can become involved in WIA in a number of ways that benefit companies as well as society, including participating on Local Workforce Investment Boards; using the one-stop career centers to fill employment needs; opening such centers; becoming approved training providers; suggesting potential board members; providing additional funds to boards; helping design and oversee local work force development programs; and providing information to the local boards and one-stop centers (KC)

ED 450 284 CE 081 469

Kerka, Sandra
Career Exploration by Adults. Practice Application Brief No. 14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Programs; Adults; *Career Change; Career Choice; *Career Counseling; *Career Development; *Career Exploration; Counseling Techniques; *Counselor Role; Family Influence; Occupational Information; *Self Evaluation (Individuals)

In an era of rapid social and economic changes, the demand for adult career exploration services is growing in career-tech and

ED 450 301 CG 030 704

Health Care Shadows: A Unique Opportunity for Health Care Exploration and the Development of Standard-Based Skills. Fourth Edition . Career Exploration.
PUB DATE- 00
NOTE- 61p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Exploration; *Education Work Relationship; *Health Services; *Internship Programs; *Job Skills; *Medical Services; Secondary Education

Shadows is an individualized, hands-on, real-world career experience that provides students with a structured look at the future world of work in health care. The program helps students build a bridge between school-based learning and established health care skills standards. Shadows focuses on expanding the student's horizons beyond the classroom and the neighborhood, paying special attention to broadening the student's health career awareness and pointing out connections between a student's current academics and future goals. It requires a clear understanding of, and commitment to, the value of educational experiences beyond the classroom. Through the Shadows program, students practice skills in nine core areas: academic foundation; oral and written communication; organizational systems; employability skills; legal responsibilities; ethical considerations; safety practices; teamwork and handling conflict; and health maintenance practices. Students are individually placed with a volunteer from government, business, higher education, or non-profit organizations. These professionals welcome students into their place of work, answer career-related questions, encourage observation of daily activities, and serve as role models. This booklet outlines the roles and responsibilities of Shadows students, hosts, program managers, and school staff. Handouts for student activities are included. (MKA)

ED 450 302 CG 030 705

Health Care Insights: A Unique Introduction to the Health Care Industry. Fourth Edition . Career Exploration.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Exploration; *Education Work Relationship; *Health Services; *Higher Education; *Job Skills; *Medical Services; Secondary Education; Teacher Role

The Insights program begins the journey of becoming ready to work by introducing students to the varied career opportunities, skills, and technologies in today's health care industry. Students travel as a class or group to the host site for a series of seminars. While on site, the students and their accompanying teachers meet with professionals who can orient them to the work environment. During the program, participants visit a variety of host sites including area colleges and/or universities where they learn about the demands of higher education, entrance requirements, financial aid possibilities, and other aspects of college life. Within the program, students practice skills in nine core areas: academic foundation; oral around the country. Chapter 5 discusses alternative strategies and the technical assistance provided youth in prison. Incarcerated youth are required to receive regular, special, and vocational education services in accordance with laws and regulations for public schools. Proper identification of youth with special needs, exposure to special education curricula, and teachers certified as special education instructors should be available to these juveniles. (Contains 1 appendix, 2 figures, 12 tables, and 22 references.) (JDM)

ED 450 324 CG 030 770

Parents Matter: Tips for Raising Teenagers.
PUB DATE- 00
NOTE- 17p.; Prepared for the White House Conference on Teenagers (May 2, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; At Risk Persons; *Child Rearing; Family Relationship; *Parent Child Relationship; Parent Participation; *Parent Role

It is easy for parents to feel that they have lost their influence over their children once children reach adolescence. Several organizations with different focuses but with the same goal of helping parents raise their teenagers banded together to develop this publication. Their message is that parents can do many things to foster their children's talents and skills while guiding them towards healthy development. Several ideas for parents are detailed that can help make a difference in the lives of their children. Some of the ideas include: (1) spend time with the children; (2) help teens gain a sense of self-confidence; (3) work with teens to set goals; (4) let teens know that education is valued highly; (5) stay involved in their children's schools; and (6) know where the children are and what they are doing at all times. A list of resources is included. (JDM)

ED 450 325 CG 030 771

Investing in Our Nation's Youth. National Youth Anti-Drug Media Campaign: Phase II (Final Report).
PUB DATE- 99
NOTE- 206p.; Barry R. McCaffrey, Director. Prepared by CSR, Inc.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Advertising; Audience Awareness; Drug Education; Elementary Secondary Education; *Illegal Drug Use; *Mass Media Role; National Programs; *Prevention; Student Surveys; *Television

This publication presents the findings from an evaluation of Phase II of the National Youth Anti-Drug Media Campaign. The number one goal of the campaign was to educate youth to reject illegal drugs. This report evaluates Phase II and focuses on the effect of paid television advertising on awareness of anti-drug messages among youth, teens, and parents with school-age children. Findings from the national survey of youth and teens clearly indicate that television, and particularly anti-drug ads, are an important source of information about the risks of drugs. The quantitative and qualitative data gathered from had on kindergarten achievement. Educators and parents today want to know how they can form home and school partnerships to benefit the children. Studies have shown that children whose parents are involved in their education have greater success in school. The study compared the amount of time parents read to their children to the child's ability to discriminate between words and to recognize uppercase and lowercase letters. Subjects were 14 kindergarten children who participated in a range from one to six weeks of the study. The children's parents were asked to keep a daily chart of the amount of time they read to their children; the chart was turned in to the researcher at the beginning of each week. At the end of the 6-week study, subjects were tested in word discrimination, which consisted of identification of 20 words as sounding different or alike when they were pronounced. Subjects were shown 26 uppercase letters and 26 lowercase letters in random order and asked to identify the letters. After the testing of word discrimination and letter recognition the researcher correlated the amount of time parents read to their children with their children's scores on the tests, using Pearson's Correlation Test. It was concluded that there was no significant correlation between the amount of time parents read to their children and the children's achievement in word discrimination and letter recognition, since these are skills identified as skills kindergartners should have at the end of the school year. (Contains 3 tables and a 31-item bibliography. Appended are two approval letters and a weekly reading schedule.) (NKA)

ED 450 346   CS 014 269

Glunt, Emily Suzanne
A Comparison of Kindergarten Children That Receive Two Different Types of Instruction for Letter Recognition.
PUB DATE- 00
NOTE- 43p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Comparative Analysis; Educational Research; *Instructional Effectiveness; *Kindergarten; *Kindergarten Children; Primary Education; *Reading Readiness
IDENTIFIERS- Comprehensive Inventory of Basic Skills (Brigance); *Letter Recognition; T Test; Tennessee (East)

A teacher in an East Tennessee elementary school observed after a year of kindergarten that her students had a hard time recognizing their letters based on the Brigance Test. She taught one letter a week by thematic instruction, and she was concerned her students would not be ready to read if they did not know their letters. A study was conducted to determine whether or not theme-based instruction with added tactile instruction would improve their letter recognition. Only four students from one kindergarten class participated as subjects because students were not to recognize the letters before they were taught. In the first phase, four students were taught by thematic instruction for two letters. In the second phase, the students were taught by thematic instruction with added tactile instruction for two different letters. The four students served as the control group for theme-based instruction and the treatment group for theme-based instruction with added tactile instruction. Treatment involved having students practice the uppercase and lowercase letter tactilely through various media four times weekly; students also vocalized the letter name while tracing it. The control group did not receive any tactile

(Elizabeth G. Sturtevant); and "A Library for Ophelia" (Marsha M. Sprague and Kara K. Keeling). Essays in section two, "A Commitment to Challenging and Supportive Instruction," are: "Discovering Readers in the Middle Level School: A Few Helpful Clues" (Gay Ivey); "Motivating Secondary School Students to Read Their Textbooks" (Barbara L. McCombs and Mary Lee Barton); "One Teacher's Use of Computers and Technology: A Look Inside a Classroom" (Mary Santerre); "Writing Portfolios: Active vs. Passive" (Bonita L. Wilcox); and "'Is This Really English?': Using Young Adult Literature in an Urban Middle School" (Rebecca J. Joseph). Essays in section three, "A Commitment to Comprehensive and Collaborative Programs," are: "Exemplary Literacy Learning Programs" (Susan E. Strauss and Judith L. Irvin); "Supporting the Development of Strong Middle Grades Readers" (Jack W. Humphrey); "Creating a Middle School Culture of Literacy" (Robert Feirsen); "The Literacy Council: People Are the Key to an Effective Program" (Patricia L. Anders); "A New Role for the Reading Specialist: Contributing Toward a High School's Collaborative Educational Culture" (Geraldine F. Henwood); "From Information to Interaction: Involving Parents in the Literacy Development of Their Adolescent" (James A. Rycik); "Reaching Beyond Yourself: A Middle School Service Learning Program" (Martha A. Magner); and "Using Data to Improve Literacy Learning for High School Students" (Michael C. Bianco and Judith L. Irvin). Essays in section four, "A Commitment to Reimagining Adolescent Literacy Learning" are: "Reflections on the Past, Directions for the Future" (Harold M. Foster); "Developing Critical and Imaginative Thinking Within Electronic Literacy" (Marino C. Alvarez); "Rock 'n' Roll and Horror Stories: Students, Teachers, and Popular Culture" (Cynthia Lewis); "Intergenerational Conversations and Two Adolescents' Multiple Literacies: Implications for Redefining Content Area Literacy" (Thomas W. Bean, Shannon K. Bean, and Kristen F. Bean); and "Beginning to Create the New Literacy Classroom: What Does the New Literacy Look Like?" (William Kist). (RS)

ED 450 368   CS 217 117

Simmons, Karen; Guinn, Cindy
A Bookbag of the Bag Ladies' Best: Resources, Ideas, and Hands-On Activities for the K-5 Classroom.
PUB DATE- 00
NOTE- 195p.; Illustrated by Cindy Guinn.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Educational Resources; Elementary Education; Homework; Language Arts; Mathematics Activities; Reading Instruction; Science Activities; Student Motivation; *Thematic Approach; Writing Assignments

Encouraging interactive learning and motivating K-5 students, this book presents step-by-step directions, drawings, black line masters, and photographs for 48 thematic classroom projects that use everyday items. The first chapter discusses the history of the "bag ladies." The second chapter describes how to gather, make, and store classroom supplies. Chapters 3 through 9 present activities involving science, language, reading, math, writing, homework, and graduation. Chapter 10 presents black line masters. (RS)

ED 450 369   CS 217 148

ED 450 388 CS 217 431

Kamler, Barbara; Dornbrack, Jacqui; Comber, Barbara; O'Brien, Jennifer
Cross-Generational and Historical Interviewing: Stories of Literacy Teachers' Work.
PUB DATE- 00
NOTE- 46p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; Educational Research; Elementary Education; Foreign Countries; *Interviews; *Literacy; *Mentors; Qualitative Research; Questioning Techniques; *Teacher Role; *Women Faculty
IDENTIFIERS- *Australia; Dialogic Communication; *Teaching Perspectives

Primary school teachers are the group who must alter their pedagogy to improve the literacy performance of Australian children. Statistics suggest that 70% of Australian primary school teachers are female and that 41% are 45 or older and therefore likely to retire within the next decade. This paper seeks to document histories of women primary school teachers with regards to literacy curriculum. And the paper examines the nature of the mentoring relationship between young teachers and mentors. It explains that the historical interview techniques which were developed invited teachers to historicize their literacy curriculum and teaching within the wider conditions of their labor as women teachers during different phases of their teaching careers; four extended interviews were conducted in South Australia. The paper adds that the cross generational interview techniques were conducted in Melbourne by inviting four early career literacy teachers to access stories of older literacy teachers' work. The paper aims to give a sense of the data and themes emerging from the study at this point, but it mostly focuses on questions of method--on the experimentation with and analysis of two different methods of interviewing to examine their effectiveness--the work they accomplished and the quality of the data elicited. Includes 30 interview texts. Contains 11 references. (NKA)

ED 450 389 CS 217 433

Olsen, Amanda E.; Sumsion, Jennifer
Early Childhood Teacher Practices Regarding the Use of Dramatic Play in K-2 Classrooms.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dramatic Play; Interviews; Primary Education; *Teacher Behavior; Teaching Methods

This study explores early childhood teacher practices regarding the use of dramatic play in Kindergarten to Year 2 (K-2) classrooms. Four early childhood teachers working in Kindergarten participated in the study. Two of these teachers rarely used dramatic play. They were interviewed to explore

English and the Australian Literacy Educators' Association (Canberra, Australia, July 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; *Educational Policy; Educational Research; *Educational Technology; Elementary Secondary Education; Field Studies; Foreign Countries; *Learning Processes; *Literacy; *School Location
IDENTIFIERS- *Australia; Educational Issues; *Technology Integration

This paper reports some key aspects of a 2-year study of literacy, technology, and learning funded by DETYA (Commonwealth Department of Education, Training and Youth Affairs) under the Children's Literacy National Projects program. Research reported in the paper was undertaken by a consortium made up of researchers from Queensland, New South Wales, Victoria, and Western Australia. The paper states that the project looked at links between literacy and technology in teaching and learning, with particular emphasis on the use of new information and communications technologies in classrooms. It explains that the project had three main components: a study of practices in a range of learning contexts (mainly primary and secondary classrooms); an examination of some key policy documents which address teaching and learning at various interfaces among literacy, learning, and technology; and a theoretical and conceptual position which informed the study as a whole and the recommendations based upon it. The paper concentrates mainly on ideas and findings pertaining to the school site studies, and, drawing upon aspects of the conceptual and theoretical analyses, considers some strategic and practical implications arising from these. (Contains a table, 6 notes, and 12 references.) (NKA)

ED 450 411   CS 217 459

Gilewicz, Magdalena; Thonus, Terese
Descriptive and Evaluative Language in Group Tutorials.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the National Writing Centers Association (5th, Baltimore, MD, November 2-4, 2000). Green, red, and blue text in the transcripts of tutoring conversations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Group Instruction; Higher Education; Language Usage; Program Effectiveness; Reader Response; *Tutorial Programs; *Tutoring; *Writing Laboratories; Writing Processes
IDENTIFIERS- Conversation

One advantage of writing center tutorial groups over individual tutoring is that in groups students have the opportunity to become readers of others' writing and to provide feedback to their peers. In such groups, it is assumed that the tutor as facilitator serves as an interactional and linguistic model for students. To test this hypothesis, over the course of a semester a study investigated two tutorial groups composed of students drawn from various sections of a developmental English class. The object of investigation was tutors' and students' use of reader-response-based descriptive language versus rubric/criterion-based evaluative language in tape transcripts

"Bongo's" father's belief that a good education is a completed education. The way in which these two characters engage in discussions of education is not all that different from the ways in which student participants (two groups of students enrolled in an introductory speech communication course and two groups of graduate teaching assistants enlisted to teach the introductory communication course) in a study engaged such discussions, or even, for that matter, the way in which any set of two or more people might discuss educational issues. This paper seeks to illuminate the processes by which mundane understandings of educational success and failure may complicate educational reform. Findings demonstrate that participants: (1) did not offer stable and uniform definitions of educational success and non-success, suggesting that these experiences are constructs, built rather than given; (2) in (re)constructing their definitions of educational success and nonsuccess, articulated understandings of themselves as apart from or outside the creation and maintenance of social systems; (3) in establishing a sense of themselves as apart from the workings of social systems, seemed to create for themselves a sense of personal empowerment; (4) while they worked to articulate their individual agency, constructed definitions which served to reinscribe the power of those social forces they perceive to be beyond their control; and (5) by communicating in ways that elide their participation in social systems, ensured that they are unable to change those systems. Contains 6 notes and 42 references. (NKA)

ED 450 432 CS 510 511

Masini, Douglas Eugene
My Place in Time: Using Dialogue in the Exploration of Recollection and Implicit Knowing via Student-Directed Timelines.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; *Classroom Communication; *Cognitive Style; Instructional Innovation; Intermediate Grades; *Life Events; *Self Expression; Student Participation; *Student Projects
IDENTIFIERS- Extemporaneous Speaking; *Reflecting (Communication); *Timelines

Observation of human behavior increasingly suggests there is a chasm between "what you do" (leadership, skill, behavior) and "what you know" (intellect, cognition, aptitude). To examine the gap between what is done and what is known regarding the teaching of children, a project first reviewed the literature on school-life activities that allows children to express knowledge, judgment, goal setting, decision-making, wisdom, and values. The literature was found lacking. Then 30 rising fifth and sixth graders at a rural elementary school used brightly colored washable markers and a 24" x 48" piece of white freezer paper to create a line to begin at any time in their past and end at any time in the future. They were asked to reflect on what had happened to them in their past, what was happening to them today, and what they envisioned would happen to them in their future, and to put it on paper. Personalization and embellishment were encouraged; spontaneous teams and joint

Novick, Rebecca
The Unity Project: Creating a Circle of Awareness.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 219p.; "With Amy Fischer and Lena Ko."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Basic Skills; Disadvantaged Environment; *Disadvantaged Youth; *Educationally Disadvantaged; Elementary Secondary Education; *Emotional Development; English (Second Language); Family School Relationship; Literacy Education; Personality Development; *School Community Relationship; *School Effectiveness; Statistical Surveys; *Student Improvement
IDENTIFIERS- Northwest Regional Educational Laboratory; Washington

Research on school restructuring reveals the commitments and competencies that lead to improved outcomes for children, including careful attention to students' emotional development, professional development that emphasizing the reflective study of teaching, culturally responsive and inclusive teaching, and a focus on early language and literacy instruction. Chapter 1, "Introduction," presents data on school children in Washington and describes the Unity Project's attempts to facilitate strong family-school-community partnerships to improve the performance of historically underachieving students. Chapter 2, "A Caring Community of Learners: Creating a Protective Shield," contrasts schools organized as caring communities to the factory-model school. In a caring community, supportive teachers, mentors, and advocates nurture the emotional and intellectual development of children. The importance of positive expectations and opportunities for meaningful participation is explored in a Whittier (CA) elementary school case study. Chapter 3, "Professional Development Through Collaborative Inquiry," describes what works, and what does not work, in professional development, and examines supportive organizational structures. Chapter 4, "'She Was Just as Smart Being Huy-Yon, But Her Grades Went Up When She Became Shirley,'" explores the impact of cultural influences one thinking, the important role of reflective self-analysis, development of cultural competence, and the creation of a culturally responsive school environment. Research on English as a second language, the structure of the language-learning environment, styles of discourse, and literacy are applied in a case study of the Port Gamble S'Klallam Tribe. Chapter 5, "Learning to Read and Write," explores the barriers to literacy in poorer communities and offers several activities, programs, and strategies promoting literacy. Chapter 6, "Family/School/Community Partnerships: An Interest That Comes From the Heart," describes the common aspirations of children, the process of building effective partnerships, and school-based child and family support programs that foster resiliency and emotional intelligence. Appendix A provides a detailed assessment of the current situation of Washington's children. Appendix B lists statistical indicators of child welfare for 26 Washington schools, disaggregated by race and ethnicity. Appendix C provides a brief history of major ethnic groups. Appendix D offers a list of contact information for multicultural literature, resources, and authors for children.

IDENTIFIERS- National Association Elementary School Principals

This second edition provides principals, teachers, and parents with new insight into early childhood education. Research underscores the importance of increasing emphasis on literacy and language acquisition, using assessment tools effectively, expanding community linkages, meeting the needs of a diverse student body, balancing academic and emotional learning, and infusing new technology into curriculum and instructional practices. Quality indicators for the organization include a continuing review of research, a public mission statement, scheduling practices reflecting developmental stages, grouping practices facilitating individual learning, and the allocation of sufficient time. Quality indicators for curriculum and instruction include balancing and integrating of all learning areas, varying teaching strategies, providing adequate materials, and creating a stimulating environment. Quality indicators for personnel include a knowledgeable principal who collaborates with key groups, programs, and agencies. Quality indicators for assessment and accountability include an approach consistent with developmental philosophy and research, a school, that is ready for children, and principals who support the implementation and management of programs. Quality indicators relating to parents include sustained communication, partnerships with schools, program involvement, and a principal who works with the community to address unique needs and situations. Quality indicators relating to the community include staff who understand the impact of culture and home environment on learning, provisions for child care, and a principal who works to ensure a smooth transition into public schools. Appendix A provides a checklist of quality indicators, and Appendix B provides a planning guide for school improvement. (Contains 46 references.) (TEJ)

ED 450 467   EA 030 888

Soares, Louise M.; Soares, Anthony T.
Images of the Superintendent.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Instructional Leadership; *Peer Evaluation; Peer Relationship; Perception; School Administration; *Self Concept; *Self Concept Measures; *Self Evaluation (Individuals); Self Management; Social Cognition; *Superintendents; *Teacher Administrator Relationship
IDENTIFIERS- American Educational Research Association; *Self Perception Inventory

This study attempts to assess a profile of the "self" within the administrative, supervisory, and leadership roles of the superintendent as reflected in the perceptions of significant members of the school community. Evaluation of superintendents has too frequently turned on the nature of personal relationships with board members, failing to effectively distinguish the superintendent's roles as both leaders and managers. The "Educational Leadership" forms of the "Self-Perceptions Inventory" (1999) was administered to 58 district

PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; *Economic Factors; *Educational Finance; Elementary Secondary Education; *Financial Support; Foreign Countries; Private Schools; Special Classes; *Tax Allocation; *Tax Rates; Taxes
IDENTIFIERS- *Canada

Financial support of elementary and secondary education in Canada has gone from absolute local dependence to local with some government support to local with substantial government support to current total government support with restricted, if any allowed, local support. This has been challenged on constitutional grounds in two provinces, Alberta and Ontario, by the Roman Catholic separate school system. This system does not receive support as the public school system and, in addition, has certain legally protected constitutional rights. The Roman Catholic school system seeks the inclusion of local taxation in these rights. The paper describes current funding and funding sources for each of the provinces and territories. (DFR)

ED 450 488 EA 030 922

Vegas, Emiliana
Public Funding of Catholic Schools in Venezuela: Effects on the Qualifications and Salaries of Catholic School Teachers.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Catholic Schools; *Educational Vouchers; Elementary Secondary Education; Foreign Countries; *Private Schools; Public Schools; School Effectiveness; Tax Credits; *Teacher Competencies; *Teacher Employment; *Teacher Salaries; Tuition
IDENTIFIERS- *Venezuela

This paper discusses the impact on teacher qualifications and earnings of public financing of private education. As societies become more frustrated with government-run schools, policies to provide public funds for private schools--for example, tuition subsidies, vouchers, or tuition tax credits--become more attractive. However, it is important to understand how elastic is the supply of private schools when agreements to provide public funds are enacted. Two of the key justifications for such agreements are that: (1) private schools provide a given quality of schooling at lower costs; and (2) public schools might respond positively to having some competition from private schools. Both of these justifications ultimately depend on whether private schools can expand the supply of schools under such agreements. The single most important determinant of the supply flexibility of private schools under such agreements is the elasticity of supply of teachers of a given quality. The paper sheds light on this important question by analyzing the effects of public schools on the qualification and salaries of private-school teachers. (Contains 27 references.) (DFR)

LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Early Intervention; *Educational Innovation; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Evaluation Research; Federal Aid; Federal Legislation; Federal Programs; Grants; Knowledge Base for Teaching; Outcomes of Education; Preschool Education; Program Evaluation; *Research and Development; *Special Education; State Programs; *Theory Practice Relationship
IDENTIFIERS- Amendments; Individuals with Disabilities Educ Act Amend 1997; *Office of Special Education Programs

This 5-volume directory describes more than 1,000 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act (IDEA) Amendments (1997), Part D. This volume, the first of the set, describes projects concerning Research and Innovation To Improve Services and Results for Children with Disabilities and Studies and Evaluations. The Research and Innovation projects aim to advance the use of knowledge to improve services provided under IDEA, including improving the practices of personnel providing services to children with disabilities and improving the educational results. The Studies and Evaluation projects are designed to assess the effectiveness of state and local efforts to provide a free appropriate education to children with disabilities and to provide early intervention services to infants and toddlers with disabilities or those at risk of developmental delays. The approximately 500 projects described are grouped by funding competitions and include information on grant number, title, project director, beginning and ending dates, and contact information. Four indexes are provided: a project director index, an organization index, a state index, and a subject index. (CR)

ED 450 508 EC 308 265

Orkwis, Raymond; DeCarme, Judi; Glover, Jeanne
Personnel Preparation. Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 2000.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 243p.; See ED 437 791 for previous edition.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Ancillary School Services; *Disabilities; Early Intervention; Educational Innovation; Educational Practices; Elementary Secondary Education; Federal Legislation; Federal Programs; Grants; Higher Education; *Inservice Teacher Education; Knowledge Base for Teaching; Preschool Education; *Preservice Teacher Education; Professional Development; Program Descriptions; Research and Development; Special Education; *Special Education Teachers; *Staff Development; State Programs; Teacher Education; Theory Practice Relationship
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Office of Special Education Programs

disabilities and examples of accommodations worked out through discussions between employees with disabilities and employers; (3) alternative dispute resolution, including a discussion of the advantages of using mediation and arbitration; (4) career development for persons with disabilities, including career planning, team building, networking, mentoring, and training; (5) mentoring and the benefits of mentoring to businesses; (6) a glossary of commonly used terms relating to the employment of and public accommodations for persons with disabilities; (7) small business and self employment for people with disabilities; and (8) the Ticket to Work and Work Incentive Improvement Act. (CR)

ED 450 527   EC 308 284

High School/High Tech Program Guide: An Implementation Guide for High School/High Tech Program Coordinators. Promoting Careers in Science and Technology for High School Students with Disabilities.
PUB DATE- 00
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; Career Development; Career Education; *Career Exploration; *Disabilities; Education Work Relationship; High Schools; *Internship Programs; Mentors; *Program Implementation; *Technical Occupations; Technology; Work Environment; *Work Experience Programs
IDENTIFIERS- *Presidents Committee on Employment of Handicapped

This implementation guide is intended to assist educators in planning, establishing, building, and managing a High School/High Tech project for high school students with disabilities. The program is designed to develop career opportunities, provide activities that will spark an interest in high technology fields, and encourage students to pursue higher education. The guide begins by discussing the mission and primary features of the program. Key features include: (1) paid summer employment and internship opportunities that provide on-the-job experiences in high tech environments; (2) corporate site visits to laboratories, manufacturing plants, and high tech offices and facilities; (3) mentoring professionals in high tech fields serving as career advisors to students; (4) job shadowing in which students spend time observing professionals at work; and (5) workshops and training featuring career exploration, resume development, career planning, specialized computer training, and job search skills instruction. Following chapters of the guide provide detailed information on program components, how to launch a local project site, how to market the program, how to involve parents and other advocates, how to develop an awareness of cultural diversity, and how to monitor, evaluate, and report on programs. Appendices include samples and templates for creating documents critical to program operations. (CR)

ED 450 528   EC 308 285

Isler, Frederick D.; Zalokar, Nadja; Chambers, David; Kraus, Rebecca; Johnson, Wanda; Butler, Margaret; Avery, Michelle Leigh; Tyler, Marcia; Baird, Andrea; Foshee, Latrice; Turner, Ilona parents, teachers, and students should request information about pesticide use around their schools and participate in school pest management decision-making. Appendices present survey response information by school district, the active ingredients in highly toxic pesticides now being used in California school districts, biographies of the surveyed schools, a list of resources for further information, a model Integrated Pest Management policy, and study methodology. (GR)

ED 450 546 EF 005 807

Tools for Schools: Filtration for Improved Air Quality. Technical Services Bulletin.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Public Schools; Standards
IDENTIFIERS- *Air Filters; *Indoor Air Quality

This product bulletin addresses air pollution control in educational facilities to enhance educational performance, provides air quality recommendations for schools, and examines the filtration needs of various school areas. The types of air particles typically present are highlighted, and the use of proper filtration to control gases and vapors is discussed. Air filtration requirements and standards are examined for classrooms, corridors, auditoriums, libraries, gymnasiums, pool areas, industrial technology (shops), and laboratories and darkrooms are examined. Several filtering systems that are applicable to educational facilities are presented. (Contains 20 references.) (GR)

ED 450 547 EF 005 840

Final Accessibility Guidelines for Play Areas: Economic Assessment.
PUB DATE- 00
NOTE- 64p.; Prepared by the EOP Foundation, Washington, D.C. For related document on Play Areas, see EF 005 839.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accessibility (for Disabled); *Costs; *Guidelines; Public Facilities
IDENTIFIERS- *Playground Design; Playground Equipment

This economic assessment informs the public about the implications of the final accessibility guidelines for play areas issued by the Access Board. The guidelines include scoping and technical provisions, which specify when and how access is to be provided to ground level and elevated play components. The guidelines also address soft contained play structures. Chapter 1 discusses the statutory authority for the guidelines, the history of the rulemaking, and the need for the guidelines in terms of market failure and civil rights. Chapter 2 summarizes the final guidelines and the changes made from the proposed rule in response to the public comments. Chapter 3 estimates the number of new and replacement play areas constructed annually, based on the types of establishments affected by the guidelines and size categories of play areas (small, medium, and large). Chapter 4 estimates the incremental costs of the guidelines for a small, medium, and large model comprehension and reflection. The third section presents examples of students' notes and answers to the questions followed by an evaluation of their responses. Finally, the Pedagogic Notes include goals and principles for the teacher to keep in mind throughout the project, notes on the levels of linguistic production and sophistication of ideas that students should achieve at the intended grade level, and an analysis of the thinking and writing process from the Examples of Student Work. A second lesson plan in the same four-part format has the students create a comic strip on the basis of their research of an inventor. (JSS)

ED 450 570 FL 026 420

Modeles de rendement langagier: French Language Arts--9e annee. Francais langue seconde--immersion (Models of Linguistic Production--French as a Second Language/Immersion: 9th Grade).
PUB DATE- 00
NOTE- 231p.
LANGUAGE- French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Evaluation Criteria; Foreign Countries; *French; Grade 9; *Immersion Programs; *Lesson Plans; Listening Comprehension; Notetaking; Oral Language; Reading Comprehension; Second Language Instruction; Second Language Learning; Secondary Education; Student Evaluation; Writing Skills
IDENTIFIERS- *Alberta

Aligned with its 1998 standards for first- and second-language learning, Alberta Learning has published lesson plans that aim for a closer relationship between learning and evaluation. Each volume in this series presents a specific task for students that involves planning, carrying out, and evaluating their work. Three separate lesson plans in the ninth grade volume on the topic of "French songs" exercise students' listening ability, oral production, and written production. Each lesson plan has four parts: a Teacher's Guide, Student Materials, Examples of Student Work, and Pedagogic Notes. The Teacher's Guide introduces the objectives for the project and the content of the lesson, specific guidelines for introducing and directing the project, and grading criteria. The Student Materials include directions for the project as well as pages for note-taking, answering questions, and evaluation. The third section presents examples of students' notes and writing followed by an evaluation of their responses. Finally, the Pedagogic Notes include goals and principles for the teacher to keep in mind throughout the project, notes on the levels of linguistic production and sophistication of ideas that students should achieve at the intended grade level, and an analysis of the thinking and writing process from the examples of student work. (JSS)

ED 450 571 FL 026 421

Bibliographie Annotee M-3: Francais langue seconde--immersion. Selection d'ouvrages de la litterature enfantine (Annotated Bibliography M-3: French as a Second Language--Immersion. Selection of Works from Children's Literature).
PUB DATE- 00
NOTE- 368p.
LANGUAGE- French

NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Classroom Techniques; College Students; Communicative Competence (Languages); *English (Second Language); Films; Foreign Countries; Higher Education; Instructional Innovation; *Journal Writing; Learning Strategies; *Listening Skills; Second Language Instruction; *Second Language Learning; Skill Development; Teaching Methods; Writing Assignments
IDENTIFIERS- Japan

This article describes how Japanese college freshman English language learners are assigned to watch two English language films per month and keep journals in the form of a simple film review. The response to the extensive outside listening has been very favorable; the instructor found that even students who usually have trouble doing their traditional assignments on time were apt to complete this film watching assignments on time. The film response journals were found to be an engaging and powerful way to provide language input and motivate students to improve both their listening and communication skills. Ideas are presented to help integrate film response journals into other lessons. The recommended procedure is as follows: preview, view/review, recall, recount, record, rewind and replay, review, and report. A list of 24 recent American films appropriate for this pedagogical activity is provided. (KFT)

ED 450 592 FL 026 609

Crismore, Avon
Helping ESL and EFL University Students Read Critically: A 2000's Challenge.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; College Students; *Critical Thinking; *English (Second Language); Foreign Countries; Higher Education; Learning Strategies; *Reading Instruction; *Reading Skills; Second Language Instruction; Second Language Learning; *Teaching Methods; *Textbooks
IDENTIFIERS- Malaysia

This paper discusses how most students are not yet competent critical readers of academic or electronic texts. This is especially true of English as a Second Language (ESL) and English as a Foreign Language (EFL) university students. After describing the extent of the lack of critical reading skills, an extensive literature review on the subject is provided. A description of how to teach critical reading skills to students follows. One strategy is to require students to read their assigned textbook chapter twice--first for understanding, second for evaluating. They are then required to annotate (write their notes and comments in the margin) the chapter. Next, students select some of their annotations to elaborate on, writing down the author's exact words together with their reactions, responses, comments and questions. Textbooks are a good choice for annotation for two reasons: they get the students to do their reading assignment in the textbook, and, because of their logical and methodical style, lend themselves

Learning; *Worksheets

This teacher resource book offers over 100 reproducible communicative practice activities and 768 picture cards based on the vocabulary of the Oxford Picture Dictionary. Teacher's notes and instructions, including adaptations for multilevel classes, are provided. The activities book has up-to-date art and graphics, explaining over 3700 words. The book is divided into chapters covering various aspects of everyday life. Chapter topics include the following: everyday language, people, food, housing, clothing, health, community, transportation, areas of study, plants and animals, work, and recreation. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 450 617   HE 033 789

Heller, Donald E., Ed.
The States and Public Higher Education Policy: Affordability, Access, and Accountability.
PUB DATE- 01
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Education; *Accountability; Educational Change; *Educational Policy; Futures (of Society); *Higher Education; Paying for College; *Public Education; *State Programs
IDENTIFIERS- *Affordability

The selections in this volume explore the debates surrounding issues of affordability, access, and accountability in higher education. The contributors identify these issues as the three key policy issues facing public higher education in the opening years of the new century. Following an introduction, "The Changing Dynamics of Affordability, Access, and Accountability in Public Higher Education" by Donald E. Heller, the chapters are: (1) "Trends in the Affordability of Public Colleges and Universities: The Contradiction of Increasing Prices and Increasing Enrollment" (Donald E. Heller); (2) "The Paradox of College Prices: Five Stories with No Clear Lesson" (Michael Mumper); (3) "Reforming the Ways in Which States Finance Higher Education" (Arthur M. Hauptman); (4) "Reframing Access and Opportunity: Problematic State and Federal Higher Education Policy in the 1990s" (Patrick. M. Callan); (5) "Time for Retreat or Renewal? Perspectives on the Effects of 'Hopwood' on Campus" (Sylvia Hurtado and Heather Wathington Cade); (6) "The Contemporary Politics of Access Policy: California after Proposition 209" (Brian Pusser); (7) "Public Policy and Accountability in Higher Education: Lessons from the Past and Present for the New Millennium" (William Zumeta); (8) "A Study in Tension: State Assessment and Public Colleges and Universities" (Michael Nettles and John Cole); and (9) "The Call for Public Accountability: Rethinking the Linkages to Student Outcomes" (Edward P. St. John, Kimberly A. Kline, and Eric H. Asker). A conclusion, "Technology and the Future of Public Higher Education Policy" by Donald E. Heller considers the impact of technology in the context of these issues. Each chapter contains references. (Contains 22 tables and 21 figures.) (SLD)

ED 450 618   HE 033 790

Shulman, James L.; Bowen, William G.

the Graduating Student Questionnaire (GSQ) among member schools of the Association of Theological Schools. The GSQ is one of two instruments in the association's Student Information Project (the second is the Entering Student Questionnaire). Findings included: (1) nearly one-third of students cite work as one of their three most important sources of income; (2) four-fifths were working in their final year of study; (3) while between two-fifths and half of all graduates came to seminary with no prior debt, about one-quarter to one-third came with an educational debt in excess of $15,000; (4) students found field education and internships very helpful; (5) they are satisfied with their schools; and (6) most expect parish ministry to be their first post-seminary position. (EV)

ED 450 639   HE 033 814

Goertz, Margaret E.; Duffy, Mark C.
Assessment and Accountability Systems in the 50 States, 1999-2000. CPRE Research Report Series.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 01
NOTE- 47p.; Produced with Kerstin Carlson Le Floch.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Educational Assessment; Elementary Secondary Education; Evaluation Criteria; *School Effectiveness; *State Action; *State Programs; State School District Relationship; State Standards; Student Evaluation

Using secondary sources and interviews, this study collected data from the 50 states on how they assess student and school performance and implement accountability. Detailed findings revealed an array of practices by states. The findings answer: (1) "How are states measuring student performance?" (2) "How are states reporting performance on these measures to the general public?" (3) "How are states holding schools, school districts, and students accountable for student outcomes?" (4) "How aligned are accountability policies for Title I and non-Title I schools?" (5) "How are states assisting low-performing schools?" and (6) "What challenges do the federal government and the states face in designing effective and equitable accountability and improvement systems?" (Contains 23 references.) (EV)

ED 450 640   HE 033 815

Unified Budget Recommendations for Fiscal Year 2001-2002.
PUB DATE- 00
NOTE- 89p.; For the 2000-2001 recommendations, see ED 440 612. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgets; *Educational Finance; *Higher Education; Public Colleges; Tables (Data)
IDENTIFIERS- *Alabama

This publication contains budget recommendations from the Alabama Commission on Higher Education for the state's higher education institutions in 2001-2002. Section A contains the 2001-2002 unified budget recommendations executive summary, while Section B presents the program detail. Section C contains funding formulas and describes the processes used in construction of institutions might better promote strategies for the internationalization of teaching, learning, research, and other services. The papers explore the rationale of internationalization, the main barriers to internationalization, the distinction between globalization and internationalization, and the growth of transnational education. The papers are: (1) "Changing Rationales for the Internationalization of Higher Education" (Hans de Wit); (2) "Missing in Action: Leadership for International and Global Education for the Twenty-First Century" (Josef A. Mestenhauser); (3) "'The Show Is Not the Show/But They That Go': The Janus-Face of the Internationalized University at the Turn of the Century" (Dorothea Steiner); and (4) "Transnational Education and Recognition of Qualifications" (Lesley A. Wilson and Lazar Vlasceanu). The first two papers contain references. (SLD)

ED 450 663   HE 033 839

Widmer, Candace; Houchin, Susan
The Art of Trusteeship: The Nonprofit Board Member's Guide to Effective Governance. The Jossey-Bass Nonprofit and Public Management Series.
PUB DATE- 00
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; *Governing Boards; *Nonprofit Organizations; *Trustees

This book is a practical and down-to-earth guide to help board members of nonprofit organizations fulfill their responsibilities from developing a mission statement to assessing the success of the organization or the board. The approach can be used by trustees from any type of nonprofit organization, whatever its mission, membership, or size. The chapters are: (1) "Establishing the Organization's Mission"; (2) "Engaging in Strategic Planning"; (3) "Overseeing Programs"; (4) "Helping the Organization Communicate Effectively"; (5) "Overseeing the Organization's Finances"; (6) "Developing Funds"; (7) "Ensuring Sound Risk Management Policies"; (8) "Selecting and Supporting the Chief Executive Officer"; (9) "Selecting and Educating Trustees"; and (10) "Managing the Work of the Board." A conclusion summarizes the "Challenge of Trusteeship." (Contains 38 references.) (SLD)

ED 450 664   HE 033 840

Zemsky, Robert, Ed.
Inside Out.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 01
NOTE- 12p.; Publication of the Knight Higher Education Collaborative. Based on the Roundtable on Enhancing the Skills and Talent Pool of Higher Education Managers (October 2000) convened by the National Association of College and University Business Officers and the Knight Collaborative. Published three times per year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal

access, communication, and literacy. Following an Introduction by Jay Blanchard, articles are presented in three sections: Access and Opportunity; Online Communication; and Literacy. The articles include: "An Exploration of Internet Access for Literacy Teachers and Learners" (Lee Gunderson and Jim Anderson); "Technology Transformation: One State's Efforts" (Wayne Hartschuh); "Connecting Schools and Communities: Challenges Along the Way" (Michael Milone); "Using the Internet To Foster Literacy Growth in Developing Nations" (Michael C. McKenna, Beverly A. McKenna, Beverly D. Stratton, and Marjorie Vassel); "Becoming Literate About Copyright and Internet Issues" (Harvey Barnett); "Putting 'Highlights for Children' Online" (Christine F. Clark); "Publishing Professional Journals Online" (Martha Dillner); "Using Technology To Enhance Early Literacy Through Play" (Poh-Hwa Liang and James Johnson); "The Family-School Connection: Possibilities for Technology" (Jay Blanchard and Jill Oliver); "Technology: Impact on Literacy Development" (William Valmont); "Multimedia Authoring Tools: Challenges to Effective Use" (Lucinda Ray); "Technologies for Literacy Development" (Keith Vogt and Michael L. Kamil); "Hypertext: A Definitional Quandary" (John Dugan); "Whither the Book?" (David Reinking); and "Technology and Literacy: Is Reading Doomed to Obsolescence?" (Cleborne D. Maddux). Includes an index. (AEF)

ED 450 603   IR 020 107

Quaratiello, Arlene Rodda
The College Student's Research Companion. Second Edition.
PUB DATE- 00
NOTE- 153p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; Evaluation Methods; Higher Education; *Information Retrieval; *Information Seeking; Information Sources; Library Instruction; Nonprint Media; Online Catalogs; Online Searching; Printed Materials; Reference Materials; Search Strategies; *Student Research
IDENTIFIERS- Electronic Resources

This book is a user-friendly guide explaining the fundamental principles of academic library research. It guides students through the specifics of finding, using and evaluating information in print, electronic and multimedia formats, and is geared towards helping students judge information sources for what they convey. The focus is on teaching students to select sources regardless of their format - a technique that will make the research process more productive, result in a higher quality better research paper, and ultimately help create an information literate adult. An introductory chapter discusses topic selection and provides an overview of research. Chapters Two and Three focus primarily on book resources, covering online catalog searching and library classification systems. This is followed by an overview of print and computerized reference sources in Chapter Four. Chapter Five discusses how to find periodical articles using indexes in both electronic and print formats. The next two chapters focus on two aspects of electronic resources: how to choose them and how to use them. Chapter Seven, which covers advanced database searching techniques. The next-to-last chapter is concerned with searching the Web, and the book concludes with a discussion of evaluating and citing resources. Includes an index. (AEF) next several years as customer expectations grow and as organizations further develop their Web-based technologies in order to distinguish themselves from the competition. (AEF)

ED 450 702   IR 020 583

Nicoll, Joanne M.; Laudato, Nicholas C.
Assessing the Impact on Students of Online Materials in University Courses.
PUB DATE- 99
NOTE- 15p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Data Analysis; *Educational Technology; *Evaluation Methods; Higher Education; Instructional Materials; Online Systems; Pilot Projects; Program Effectiveness; Program Evaluation; World Wide Web
IDENTIFIERS- Electronic Resources; Web Based Instruction

Many universities currently encourage the use of online materials to enhance on-campus courses. Assessment of the impact of these technology-enhanced course initiatives is necessary to give insight into the best practices--those that faculty should be encouraged to use based on student need. Assessment studies of this type will enrich the literature of distributed learning in higher education. In the fall term 1998, the University of Pittsburgh (Pennsylvania) conducted a pilot project to study the instructional impact and support needs for a Web-based instructional management system. The system centered on the "CourseInfo" software package acquired from Blackboard, Inc. The pilot was the result of a nine-month campus-wide software selection process, and a four-month effort to design and develop training and support systems. This paper describes the project, explains the assessment strategies designed for the pilot, and summarizes the results of formative and summative evaluation measures. The assessment includes data collected from students and faculty members in 20 courses (22 sections) with 1,850 students. The paper includes 11 tables. (AEF)

ED 450 703   IR 020 584

Dewey, Barbara I.
Building to Scale: An Analysis of Web-Based Services in CIC (Big Ten) Libraries.
PUB DATE- 99
NOTE- 11p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Electronic Libraries; Higher Education; *Information Services; Internet; Library Development; *Library Services; *Online Systems; Reference Services; User Needs (Information); World Wide Web
IDENTIFIERS- Electronic Resources

Advancing library services in large universities requires creative approaches for "building to scale." This is the case

Education; Poverty; Wages
IDENTIFIERS- Comprehensive Employment and Training Act; Job Training Partnership Act 1982 Title IIA

In the middle of the 20th century, job training was largely unnecessary, since workers were desperately needed to labor in manufacturing and construction jobs. Skills were learned on the job, and even a high school diploma was not needed for most occupations. Workers received wages that allowed them to raise a family comfortably and then to retire after 40 years with an acceptable standard of living. Today, however, most jobs that can be obtained by high school dropouts, and many that require high school diplomas, do not pay enough to support a family. Even some jobs that require associate degrees do not pay a living wage for a family (defined as 150 percent of the poverty threshold). This trend coincides with the trend of federal anti-poverty, job training programs to train fewer people than in the 1960s and 1970s, and for the amounts of training time to be too short to provide the occupational skills needed to obtain a job providing a decent income. If adults are to be trained sufficiently, and if appropriate "second-chance" opportunities are to be provided to workers, funding for job training programs must be increased dramatically, and the programs must include longer occupational education components and worker stipends to provide for living expenses during training. (Includes 6 tables.) (KC)

ED 450 215 CE 081 285

Arnason, Guomundur Runar, Ed.
Vocational Education and Training in Iceland.
PUB DATE- 00
NOTE- 113p.; First draft of this document by Gylfi Einarsson.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Access to Education; Apprenticeships; Competency Based Education; *Education Work Relationship; Educational Legislation; *Educational Planning; Employment Qualifications; Foreign Countries; Futures (of Society); Government School Relationship; Integrated Curriculum; Job Training; Labor Market; *National Curriculum; Needs Assessment; Policy Formation; *Program Development; Public Policy; School Business Relationship; Student Certification; Technical Institutes; Trend Analysis; *Vocational Education
IDENTIFIERS- Denmark; *Iceland

The foundations of Iceland's vocational education and training (VET) system were laid in the last quarter of the 19th century and first decades of the 20th century. Many components of Iceland's VET system are based on Danish models. Most development of VET in Iceland occurred in 1966-1990. Iceland's Act of Vocational Education was passed in 1966, and the act establishing comprehensive schools was passed in 1973. In recent decades, development of VET in Iceland has been marked by an uncertainty with regard to integration of academic study and vocational study into the same educational institutions in the legal and organizational senses as well as in the sense of practice. VET is provided by many sources, including the following: public institutions; private institutions; the Institute of Continuing Education at the University of Iceland; trade unions; industrial research institutions; and large companies. Emphasis on school-based initial VET is increasing. Although many trades will clearly retain the traditional

ED 450 233 CE 081 367

Helping Residents Succeed on the Job: How To Design and Deliver an Effective Job Retention Program. Neighbor Networks.
PUB DATE- 99
NOTE- 12p.; For other Neighborhood Networks documents, see ED 433 452, ED 434 225, ED 437 558, ED 438 081 and ED 438 375.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Community Centers; Community Education; Computer Assisted Instruction; Employment; Employment Services; *Helping Relationship; Job Placement; Job Search Methods; *Labor Turnover; Low Income Groups; Mentors; Outreach Programs; Reentry Workers; *Resource Centers; Social Support Groups; *Tenure; Unemployment; *Welfare Recipients

This guide describes how Neighborhood Networks centers can identify, provide, and use local partners and center staff to deliver effective follow-up retention services to residents who have just made the transition from unemployment to employment. (Neighborhood Networks, a community-based initiative, encourages the development of resource and computer learning centers in Department of Housing and Urban Development HUD - assisted and/or -insured properties.) It presents a 10-step approach to effective job retention, showing centers how to: (1) address difficult issues residents may face when they become employed; (2) develop tactics for helping newly employed residents at critical intervention points; (3) identify and develop an effective retention program; (4) determine the scope of retention services residents need to succeed in the workplace; (5) assess and deliver retention services; (6) evaluate and upgrade essential local support services; (7) use local mentoring programs to supplement retention efforts; (8) create and implement employer outreach and information programs; (9) identify better jobs and market niches for residents; and (10) establish resource centers for residents in their second and third job search. Descriptions of five national best practice retention support models are provided. (YLB)

ED 450 234 CE 081 370

Felstead, Alan; Unwin, Lorna
Funding Systems and Their Impact on Skills. Skills Task Force Research Paper 11.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Budgets; Categorical Aid; Delivery Systems; Developed Nations; Education Work Relationship; Educational Administration; *Educational Finance; *Federal Aid; Financial Policy; Financial Support; Foreign Countries; Full State Funding; Government School Relationship; Job Skills; *Job Training; *Labor Supply; Postsecondary Education; School Funds; *Vocational Education
IDENTIFIERS- *Further Education Funding Council (United Kingdom); Great Britain; *Training and Enterprise Councils (Great Britain)

This paper is designed to provide the reader with a map of how resource management projects) to theoretical frameworks of dependency. A topology of models for dependency that vary with respect to four elements (origins of dependency; who defines dependency; who is responsible for changing dependency; and recommendations for countering dependency) is proposed. The models offer mandated self-reliance; phased self-reliance; and situated self-reliance. The concept of interdependence rather than dependency would enable more successful evaluation of social goals of participatory projects. Implications for evaluation include the following: (1) development of a conceptual model that features dependence and independence as polar extremes, with interdependence as a dynamic middle; (2) development of evaluations that assess quality of relationships rather than only evaluating changes in activities of program recipients; and (3) collaborative development of context-specific indicators for interdependency. (Contains 34 references.) (Author/KC)

ED 450 251   CE 081 398

Markus, Nancy
Geometry in the Adult Education Classroom.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classroom Techniques; Education Work Relationship; Estimation (Mathematics); Geometric Concepts; *Geometry; High School Equivalency Programs; *Learning Activities; *Literacy Education; *Mathematics Instruction; Mathematics Skills; *Measurement; Numeracy; Student Attitudes; Teaching Methods

For many adults, geometry is a mathematics topic that immediately makes sense to them and gives them confidence in their ability to learn, while other adult learners identify geometry with failure. Most adults, however, do recognize the need for measurement, and many have a basic understanding of measurement concepts, although they may need to learn English measurements if they already know metric measurement. Implications for teaching and learning are the following: (1) teachers must use exact and estimated measurements to describe and compare phenomena to increase the understanding of the structure, concepts, and process of measurement; (2) teachers must address the impact of measurement skills on self-efficacy and self-reliance; (3) measurement skills should be extended to concept areas such as volume, proportion, and problem solving; (4) teachers must increase the awareness of acceptable tolerances and the consequences of being within and outside these tolerances; (5) teachers should start from the learners' strengths; and (6) hands-on problem solving and attention to development of spatial sense is necessary for learners to develop an understanding of geometric principles. This brief includes suggestions for classroom activities in measurement, perimeter and area, angles, and circles. (KC)

ED 450 252   CE 081 399

Stites, Regie
How Much Literacy Is Enough? Issues in Defining and Reporting

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Apprenticeships; Comparative Analysis; Economic Climate; Education Work Relationship; Educational Attainment; *Employment Patterns; Employment Projections; Employment Qualifications; Enrollment Influences; *Enrollment Trends; Foreign Countries; Geographic Location; Job Training; Labor Market; Labor Needs; Labor Supply; Manufacturing; Manufacturing Industry; *Mechanical Design Technicians; Metallurgical Technicians; Occupations; Outcomes of Education; Paraprofessional Personnel; Participation; Postsecondary Education; Rural Areas; Secondary Education; Semiskilled Occupations; Skilled Occupations; Student Certification; Student Characteristics; Tables (Data); Technical Occupati Australia; *Mechanical Engineering; *TAFE (Australia)
IDENTIFIERS- Australia; *Mechanical Engineering; *TAFE (Australia)

Statistics regarding Australians participating in apprenticeships and traineeships in the mechanical engineering and fabrication trades in 1995-1999 were reviewed to provide an indication of where skill shortages may be occurring or will likely occur in relation to the following occupations: mechanical engineering trades; fabrication engineering trades; mechanical engineering associate professional; and metallurgical and materials technician. The review focused on the following items: commencements, number in training, and completions; age; Australian Qualifications Framework level; geographic region by state/territory; school attendance status; other training; and enrollment figures versus projected employment trends. The following were among the main findings: (1) in 1995-1998 both mechanical engineering and fabrication trade occupation groups experienced declines in commencements but strong growth in commencements in 1998; (2) the mechanical engineering trade occupation experiences a decline in completions in 1995-1998, whereas the fabrication occupation growth experienced growth in completions in 1995-1998 (10% annually); (3) indications are that the number of apprentices and trainees in the mechanical and fabrication engineering tradespersons category will decrease from the current level of around 9%; and (4) although employment in manufacturing is expected to experience low growth over the short term, specific employment growth rates differ significantly within by subdivision of the industry. (Contains 26 tables.) (MN)

ED 450 269 CE 081 426

Australian Vocational Education and Training--Statistics 1999: An Overview.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Apprenticeships; Certification; Comparative Analysis; Computer Uses in Education; *Delivery Systems; Distance Education; Economic Climate; Education Work Relationship; Educational Demand; *Educational Finance; Educational Resources; Educational Supply; *Employment Patterns; Employment Projections; Employment Qualifications; Enrollment Influences; *Enrollment Trends; Financial Support; Foreign Countries; Geographic Location; Job Skills; Job

one-stop centers and community college and university reentry programs. Career exploration is a process of acquiring self-knowledge and career knowledge and using this knowledge to formulate plans and prepare for a career. It is a learning process embedded in a larger context of growth and development, often triggered by life events such as divorce or job layoff. Career exploration is different for adults than for children and adolescents, since adults have a pool of life and work experiences to bring to the process, and adults make more pragmatic education and career decisions based on the circumstances of their lives. Adults who engage in career exploration are more driven by natural curiosity, initiative, adaptability, and the ability to overcome uncertainty and fear, while exploratory activity may be hindered by self-criticism, insecurity, and guilt. These external resources also influence career exploration: resistance or encouragement from family, friends, and supervisors; financial resources; and role models and mentors. Adult educators, human resource development specialists, and career development practitioners can help adults to develop new skills and knowledge to make career transitions. They can provide support for career transitions. Techniques that professionals can use to help adults explore careers include "possible selves"; the "Discovery Path" workshop for women; experiential activities; and more traditional career exploration activities, such as assessment tools and researching. (Contains 21 references.) (KC)

ED 450 285   CE 081 482

Docking, Jim, Ed.
New Labour's Policies for Schools: Raising the Standard?
PUB DATE- 00
NOTE- 210p.; Written by the National Education Policy Course
  Team, University of Surrey Roehampton.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Standards; Adult Education; Citizenship
  Education; Comparative Analysis; Cultural Pluralism; Curriculum
  Development; Early Childhood Education; Education Work
  Relationship; *Educational Change; Educational History;
  Educational Improvement; *Educational Policy; Educational
  Trends; Elementary Secondary Education; Employment
  Qualifications; Financial Support; Foreign Countries; Futures
  (of Society); Government School Relationship; Literacy
  Education; National Curriculum; National Standards; Needs
  Assessment; Parent School Relationship; Partnerships in
  Education; *Policy Formation; Political Parties; *Politics of
  Education; Postsecondary Education; Program Evaluation; *Public
  Policy; So Czech Republic; Hong Kong; Japan; Korea; New
  Zealand; *United Kingdom; United States
IDENTIFIERS- Czech Republic; Hong Kong; Japan; Korea; New
  Zealand; *United Kingdom; United States

This book, which is designed primarily for undergraduate and graduate students of education, contains 12 papers devoted the New Labour's policies for schools in the United Kingdom. "Introduction" (Jim Docking) presents an overview of the book's contents and lists questions to help evaluate the effectiveness of New Labour's educational policies. "What Is the Problem?" (Jim Docking) examines the background to the standards debate and the government's rationale for increasing investment in education and intervention to raise standards. "What Is the Solution? An Overview of National Policies for Schools, 1979-99" (Jim Docking) recaps successive governments' policies to and written communication; organizational systems; employability skills; legal responsibilities; ethical considerations; safety practices; teamwork and handling conflict, and health maintenance practices. Insights not only provides an avenue for high school student career exploration, it also serves as a means for keeping participating teachers attuned to the challenges their students face after high school. This booklet outlines the roles and responsibilities of students, hosts, program managers and school staff involved in the program. The student handouts are provided. (MKA)

ED 450 303 CG 030 711

McPherson, Kristin L.
Women, Anger Expression, Relational and Health Consequences: A Review of the Literature.
PUB DATE- 00
NOTE- 76p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Affective Behavior; *Anger; *Females; *Health; *Literature Reviews; Measures (Individuals); *Mental Health; Sex Role

Women's anger expression style has been the focus of several recent studies and has been demonstrated to have deleterious effects on emotional and physical health. The purpose of this study was to review the empirical literature for women's anger expression style and related health and relational consequences. The study reviewed emotion induction, self-report inventories and questionnaires as well as activities to evaluate stress, health, and emotional reactions. What can be surmised from this study is that not much more is known now than prior to completion of the research. Results show that younger women may be likely to express their anger more freely, but this finding may be the result of the sample and the impact of society. Women are still more conflicted about expressing anger then men are. Whether this is due to the role of relationship in a woman's life or the level of mutuality in the relationship is yet to be discovered. It is known that societal changes have turned the role of women upside down. The review addresses questions raised by this research and concludes with a discussion of future directions and goals for research in this area. (Contains 50 references.) (MKA)

ED 450 304 CG 030 721

Ediger, Marlow
The Guidance Counselor and the Instructional Arena.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counselor Role; Curriculum Development; Educational Improvement; Elementary Secondary Education; *Multiple Intelligences; *School Counseling; *School Counselors; Teacher Student Relationship

This document discusses the role of the guidance counselor in helping with the academic achievement of students. One way to do this is to instruct teachers and principals in some of the basic tenets from educational psychology that can help students feel more positive about themselves. Being unable to meet high parents demonstrate the need to increase the reach and frequency of ads targeting adults as well as to develop new creatives focusing on parent-child communication skills and the facts about the dangers of drug use. The primary means of measuring the impact of Phase II was through the school-based surveys administered to youth in grades 4 through 12, and telephone surveys of parents with children 18 years old and younger. The document provides the survey methodology, presents and discusses the national survey results, and discusses lessons learned from this campaign. (Contains 5 appendixes and 43 exhibits) (JDM)

ED 450 326   CG 030 772

Ingram, Michael Anthony
Shelling Beans: The Use of Sociocultural Poetry To Assist Pre-Service Teachers and Counselors Develop Empathic Understanding of Cultural Differences.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counselor Training; *Cultural Pluralism; Higher Education; Minority Groups; *Poetry; Preservice Teacher Education; *Sociocultural Patterns; Teaching Experience
IDENTIFIERS- *Reflective Awareness

Poetry can serve as a vehicle for therapeutic self-reflection and exploration. Sociocultural poetry, writings that address the social, cultural, and racial experience of members of oppressed groups, can assist pre-service teachers and counselors explore emotions pertaining to convergence of race, gender, and ethnicity. Used in conjunction with the Counselor Empathy Model, this poetry helps develop the concept of sociocultural empathetic understanding. The goals of this approach are to: (1) explore the experiences of persons from marginalized groups as expressed through poetry; (2) understand use of poetic metaphor as a mediator between lived experiences; (3) grasp importance of acknowledging feelings behind another's experiences through counselor empathy and active listening; and (4) view poetry as being transformative in terms of motivation, social action, and diversity awareness. Assisting pre-service teachers and counselors in developing empathic understanding will help them see each person as unique and treat them in nonjudgmental ways. (Contains 40 references.) (Author/JDM)

ED 450 327   CG 030 773

Baker, Christena B.; Burke, Ray V.; Herron, Ron W.; Mott, Mariam A.
Rebuilding Children's Lives: A Blueprint for Treatment Foster Parents.
PUB DATE- 96
NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Child Welfare; Childhood Needs; Discipline; Family Life; Family (Sociological Unit); *Foster Care; *Foster Family; Models; *Parent Materials; *Parenting

instruction. At the end of instruction, students were tested on their recognition of those letters that were taught by showing them flashcards of uppercase and lowercase letters. A paired sample t-test revealed no significant difference in general mean score between those who had tactile instruction and those who did not, suggesting that the use of thematic instruction with added tactile instruction did not improve students' recognition of upper or lowercase letters. (Contains 2 tables and a 44-item bibliography. Appended are approval forms.) (NKA)

ED 450 347 CS 014 271

McEneaney, John E.
New Approaches to Data Collection and Analysis in Online Reading Studies.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the National Reading Conference (Orlando, FL, December 1-4, 1999). Small type in figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; *Data Collection; Elementary Secondary Education; Higher Education; *Hypermedia; *Reading Processes; *Reading Research; *Research Methodology

This paper describes new approaches to data collection and analysis utilizing technology-assisted methods that are now possible in online studies of reading. Two techniques are described in detail, one supporting a non-intrusive method for real-time data collection during online reading, and a second describing a new method for visualizing and assessing user navigation in hypertext. Results of applying the methods in a series of empirical studies will be described along with suggestions for other applications. Contains 2 tables and 2 figures of data. (Author/RS)

ED 450 348 CS 014 272

Fry, Edward
A Reading Autobiography.
PUB DATE- 01
NOTE- 7p.; This is an article written for the newsletter of the History of Reading Special Interest Group of the International Reading Association, January 2001.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; Elementary Secondary Education; Higher Education; *Personal Narratives; *Reading Attitudes; *Reading Teachers; *Reminiscence
IDENTIFIERS- Teaching Perspectives

This reading autobiography is by the developer of the well known Fry Readability Formula, and it enumerates the highlights of his varied career in education, from 1949, the year he graduated from college until the present time. The autobiography charts his beginnings as a teacher in public school (the custodian made more money than he did), his travels and teaching in Africa, and his long tenure at Rutgers University where he started the Reading Center and a doctoral program in reading. It also makes note of his many popular textbooks and recommends the reading profession. (NKA)

Carlisle, Vicky; Smith, Harriet; Baker, Fred; Ellegood, George; Kopay, Carol; Tanzer, Ward; Young, Diana; Dujordan, Jerome; Webster, Ron; Lewis, Sara Drew
Writing Skills for Technical Students. Fourth Edition.
PUB DATE- 00
NOTE- 394p.; Produced by Delaware Technical & Community College, Jack F. Owens Campus, English Department.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Correspondence; *Grammar; Punctuation; Sentence Structure; *Technical Writing; *Writing Improvement; *Writing Skills

This self-paced text/workbook is designed for the adult learner who needs a review of grammar and writing skills in order to write clearly and concisely on the job. It offers career-minded students 14 individualized instructional modules on grammar, paragraph writing, report writing, letter writing, and spelling. It is designed for both self-paced or teacher-directed classroom learning. New to this edition are: improved writing modules with new samples of report writing; a Test-Teach-Retest approach; accessible segments of instruction with immediate activities; feedback after every module; behavior module objectives geared toward student performance; accessible reading level with clear explanations and a friendly, second-person approach; and meaningful and relevant examples, many drawn from technical areas. Modules in the book cover: verbs, adjectives and adverbs, phrases, subject-verb agreement, sentence patterns, punctuation, fragments and run-ons, pronouns, paragraph writing, shifts, clarity, accelerating techniques, module writing, and business letter writing. An appendix offers spelling aids. (RS)

ED 450 370   CS 217 151

Gerson, Sharon J.; Gerson, Steven M.
Technical Writing: Process and Product. Third Edition.
PUB DATE- 00
NOTE- 492p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; *Business Correspondence; Case Studies; *Computer Mediated Communication; Design; Ethics; Higher Education; *Technical Writing; Text Structure; *Writing Instruction; *Writing Processes

This book guides students through the entire writing process--prewriting, writing, and rewriting--developing an easy-to-use, step-by-step technique for writing the types of documents they will encounter on the job. It engages students in the writing process and encourages hands-on application as well as discussions about ethics, audience identification, electronic communication, and the role of technical writing in the workplace. New to this third edition are introductory overviews and chapter highlights; case studies drawn from today's workplace; a completely new chapter on the Internet, intranets, extranets, e-mail, and online help screens; new examples of their perceptions of the importance of dramatic play, and the factors which support or discourage its use. The other two teachers, who frequently incorporated dramatic play into their programs, were also interviewed. A particular focus was to explore how they overcame obstacles to the provision of dramatic play. Document analysis and non-participant observations in the classrooms of those teachers who frequently used dramatic play enabled further insight into how time, space and resources can be managed to enable the use of dramatic play in K-2. (Contains 133 references.) (Author/RS)

ED 450 390 CS 217 434

Bruce, Bertram C.
Literacy Technologies: What Stance Should We Take?
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Futures (of Society); Higher Education; *Internet; *Literacy; *Theory Practice Relationship; World Views
IDENTIFIERS- Sociotechnical Systems; Technology Integration; *Technology Role; Theoretical Orientation; *Theory Development; Transactional Evaluation

Technology is a word which seems unavoidable now in discussions of literacy theory and practice. The question of what form literacies will take in a century likely to be defined by a new technological environment has become a present issue for nearly everyone involved with literacy today. This paper contends that at the core of both the excitement and unease about technology are deeper issues about literacy and its relation to the physical world, the nature of knowledge, social change, linguistics, aesthetics, and morality. The paper first considers some basic questions that parents, teachers, administrators, researchers, and others might ask about the stance to take regarding technology. It then discusses reading and writing technology, featuring examples which focus on an array of new technologies (on the Internet) in university-level teaching, each of which suggests that the introduction of new technologies results in new literacy practices. The paper also discusses why people cannot stand apart from technology and muses about a transactional view in a sociotechnical account of literacy. It considers some implications for literacy research and practice in the claim that literacy is a sociotechnical practice. Finally, the paper concludes that to ask what stance should be taken toward technology presupposes a view of technology that is fundamentally limited--in fact, technologies do not oppose, replace, enhance, or otherwise stand apart from literacy, but rather, they are part and parcel of it. Contains 61 references. (NKA)

ED 450 391 CS 217 436

Lesley, Mellinee
"I Don't Live in This Community": Negotiating Critical Literacy in a Professional Development Seminar.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Education; *Faculty

that were analyzed. The research questions included: (1) To what extent does student language in group tutorials mirror tutor language, especially since in this writing center descriptive language based on reader-response is strongly emphasized over rubric-based evaluative response? and (2) If tutors do not model descriptive feedback, what other types of language do they employ, and is this language mimicked by students? Given the study results, the study explored theoretical implications for reader-response theory and pedagogical implications for tutor practice and training. An appendix contains a explanation of transcript conventions. (Author/RS)

ED 450 412 CS 217 460

Zucker, Iris D.
Writing Women in Modern China: Five Standards Based Lessons.
PUB DATE- 00
NOTE- 16p.; The American Forum for Global Education, 120 Wall St., Suite 2600, New York, NY 10005; Fax 212-624-1412.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chinese Culture; Class Activities; Critical Thinking; *English Instruction; Foreign Countries; High Schools; Learning Activities; Lesson Plans; *Literary Devices
IDENTIFIERS- Active Readers; *Chinese Literature; Response to Literature; Standards for the English Language Arts; Women in Literature; *Womens Literature

This packet contains five standards-based lessons, intended to be used at the high school level in English language arts and/or English-as-a-Second-Language advanced-level classes. Each of the five lessons has a series of vocabulary, active reading, critical thinking, and interpreting activities, and each lesson gives explicit teaching procedures. The texts chosen for the lessons should be taken from "Writing Women in Modern China: An Anthology of Women's Literature from the Early Twentieth Century" (edited by Amy D. Dooling and Kristina M. Torgeson), Columbia University Press, 1998. (NKA)

ED 450 413 CS 217 461

Connolly, Andrew
Teachers First: Final Project Report.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the Australian Council for Educational Research (Adelaide, South Australia, October 18-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Education; *English Instruction; *Faculty Development; *Information Technology; Program Descriptions; Student Evaluation; *Teacher Improvement
IDENTIFIERS- *Australia; *Technology Integration; Web Sites

This report summarizes the activities, outcomes, and recommendations of a small Commonwealth Department of Education, Training and Youth Affairs (DETYA)-funded teacher professional development project "Teachers First." Noting that efforts were not discouraged. After one hour, each student gave an extemporaneous presentation, followed by praise and applause from the audience. Findings suggest the students prioritized the relevance of events of their life chronologically, with potent examples of mature life experience emerging from their presentations. Students examined loss, suffering, and death as well as joy and victory in their lives, discussed leadership figures and loved ones, and presented meaningful plans for their future. Every child told his or her story, every child was praised and received the audience's applause. Children are filled with implicit and explicit information and utilize it at a younger age than is reflected in existing texts. Timelines served no diagnostic value in this exercise, but served to establish a dialogue between teachers and students leading to the emergence of critical literacy. (Author/NKA)

ED 450 433   CS 510 512

Jaasma, Marjorie A.
Sixth Graders Speak Out: Troublesome Intercultural Encounters.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the Western States Communication Association (72nd, Coeur d'Alene, ID, February 23-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Cultural Differences; Ethnic Relations; Grade 6; *Intercultural Communication; Intermediate Grades; *Student Attitudes

Researchers have pointed to cultural diversity as a major source of conflict in our nation's schools, noting that these conflicts have the potential to escalate into violence. This study seeks to identify the types of intercultural encounters that young people themselves find troublesome. Participants were 906 sixth graders in 12 elementary schools in a large, ethnically diverse school district. Each student was asked to write an answer to the following: Describe the best thing that's ever happened to you with a person of another ethnic background; Describe the worst thing that's ever happened to you with a person of another ethnic background. Responses were content analyzed. The results were 8 categories for "best" responses and 11 categories for "worst" responses. This paper identifies and describes the 11 categories for "worst" responses, thus providing a view of what sixth graders find to be the most troublesome intercultural encounters. (Contains 12 references.) (Author/RS)

ED 450 434   CS 510 513

Muller, Heidi L.
Facilitating Classroom Discussion: Lessons from Student-Led Discussions.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Classroom Techniques;

(Contains 250 references.) (TEJ)

ED 450 451 EA 030 840

Conti, Scott D.; Ellsasser, Christopher W.; Griffin, Gary A.
School Restructuring: A Literature Review.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Change; *Educational Environment; Educational Objectives; *Educational Policy; Educational Practices; Educational Research; Elementary Secondary Education; *Professional Development; School Choice; School Effectiveness; *School Restructuring; Teacher Effectiveness; *Teacher Influence; *Teacher Participation

The first wave of school improvement, largely perceived later as a failure, responded to Sputnik-era fears the United States was falling behind other nations, and focused on minor reforms of the educational system. Larry Cuban distinguishes the first-order changes of the first wave from the more fundamental changes implied in second wave efforts. The current third wave of school restructuring focuses on choice, implementing more challenging standards, and achieving better school outcomes. A series of reports in 1983-84 crystallized a national consensus for change in educational practice, best exemplified by the "A Nation at Risk" report in 1983. The literature indicates educational problems are systemic, schools are not fundamentally sound, and schools will not undertake reforms without internal and external changes. Common assumptions in restructuring literature include the need to promote teacher participation, professional development, learning about the change process, and changes in school culture. A trend in restructuring literature is the perceived importance of teacher empowerment in focusing restructuring work directly on effective teaching and learning. Restructuring requires new types of leadership from both principals and teachers, a slow, complex, and chaotic process. Major school restructuring studies from 1991-98 are described with brief summaries of major conclusions. Taken together, these studies indicate restructuring can effectively improve school conditions, capacities, cultures, and student learning, and they highlight the need for a constructivist approach tailored to particular circumstances. Studies demonstrate that when conditions, structures, and cultures promote their influence, teachers respond by focusing on the teaching and learning process, particularly where supportive leaders exist to facilitate the reform process. (Contains 86 references.) (TEJ)

ED 450 452 EA 030 841

Investing in Education: Analysis of the 1999 World Education Indicators. Education and Skills.
SPONS. AGENCY- World Bank, Washington, DC.
PUB DATE- 00
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; *Comparative Analysis; *Cross

superintendents and 55 principals from elementary, middle, and high schools in both urban and suburban districts in the Northeastern United States. The instrument included three measures of self-perception. The "Self as a Person" scale, a semantic differential format with 36 pairs of bipolar traits (for example, "optimistic vs. pessimistic") provides a profile separate from the institutional role of the leader. The "Self as Leader" scale uses the same format with different paired to traits to yield a profile of leadership traits. The "Self as Manager" scale uses a 4-point semantic differential with 40 sets of phrases related to management functions. These phrases fall into the five broad categories of instructional leadership, legal/political issues, group dynamics, organizational development, and resource allocation. The results of this study indicate that superintendents see their roles in accordance with ability to "satellize" around school board members and believe, accurately, that their constituents view them less favorably than they see themselves. Principals' self images are more closely aligned with students and teachers than with supervisors, parents, and peers. Future longitudinal research should track principals as they assume positions as superintendents. (Contains 10 references and 5 data tables.) (TEJ)

ED 450 468 EA 030 889

Estes, Dwain M.
An Attempt at Problem-Based Learning.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Jackson Hole, WY, August 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Cooperative Learning; Critical Thinking; *Curriculum Development; Educational Innovation; *Educational Research; Elementary Secondary Education; *Graduate School Faculty; Graduate Students; *Graduate Study; Higher Education; Learning Strategies; Management Development; *Problem Based Learning
IDENTIFIERS- *University of Texas Pan American

In October 1998, the Coordinating Board Committee of the Department of Education at the University of Texas--Pan American (UTPA) recommended adoption of a problem-based learning model for use in the university's stand-alone doctoral program in educational administration. This recommendation came despite some apprehension and confusion among some board members. Subsequent work by the committee produced a plan employing educational labs where problem-based learning could take place. Curriculum and instruction professors preferred an observer role for doctoral students in bilingual-education labs, and some students and faculty were confused about their roles. These concerns persisted despite seemingly successful use of daily feedback, block-time arrangements in classroom scheduling, and constructive discussion among all parties. Many students and faculty did express concern about presenting content under block scheduling. One widely circulated email expressed an expectation that students be actively taught, the need for in-depth instruction in research design and methodology, a desire to receive dissertation-writing skills, apprehension regarding peer evaluation, and clarification about

ED 450 489 EA 030 923

Male, Trevor; Hvizdak, Marianne
The Effects of Pre-Service Training and Experience on Preparation for the Principalship in England.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Administrative Organization; *Administrator Role; Educational Responsibility; Elementary Secondary Education; Foreign Countries; Governance; *Leadership; *Principals; Public Schools; *School Administration; *School Based Management; School Effectiveness
IDENTIFIERS- *England

This paper provides a synopsis of the findings of a national survey of headteachers conducted in 1999 by means of a self-completion postal questionnaire. The survey sought to establish the perceptions of English headteachers with regard to their state of readiness on taking up the role. Where respondents reported themselves as well prepared or extremely well prepared for aspects of their role, they were asked to attribute their perceived state of readiness to training, experience, or a combination of the two. In addition, respondents were asked to complete open-ended questions that asked them to identify activities and support that would help the induction of newly appointed headteachers working in the special-education sector. Analysis of all responses reveals that the majority of headteachers (57 percent) perceived themselves to be either well prepared or extremely well prepared. The influence of training was deemed to be minimal by respondents in all categories. Most surprising was that headteachers did not perceive themselves to be well prepared in applying law to specific situations. (Contains 7 references.) (DFR)

ED 450 490 EC 308 201

Magnuson, Miriam
Hearing Screening of Infants and the Importance of Early Language Acquisition. Linkoping Studies in Education and Psychology No. 72.
PUB DATE- 00
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Deafness; *Early Identification; Early Intervention; Foreign Countries; *Hearing Impairments; Infants; Interpersonal Communication; Interviews; Language Acquisition; Neonates; *Parent Attitudes; *Parent Child Relationship; Qualitative Research; *Screening Tests; Sign Language; Social Development; Toddlers
IDENTIFIERS- *Sweden

This thesis explores parental perspectives on hearing-screening of children, and the importance of the time of detection of a congenital hearing impairment for the child's development. A qualitative approach based mainly on interviews was employed, and the results were analyzed according to three different

This 5-volume directory describes more than 1,000 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act (IDEA) Amendments (1997), Part D. This volume, the second of the directory, describes projects concerning personnel preparation. These projects are designed to help address state-identified needs for qualified personnel in special and regular education, related services, and early intervention to work with children with disabilities, and to ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children. The approximately 500 projects are grouped by funding competitions and include information on grant number, title, project director, beginning and ending dates, and contact information. Usually an abstract describes the project's purpose, proposed method, and proposed products. Four indexes are provided: a project director index, an organization index, a state index, and a subject index. (CR)

ED 450 509   EC 308 266

Orkwis, Raymond; DeCarme, Judi; Glover, Jeanne
Technical Assistance, Dissemination, and Parent Information. Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 2000.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 140p.; See ED 437 792 for earlier version.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Compliance (Legal); *Disabilities; Early Intervention; Education Work Relationship; Educational Practices; Elementary Secondary Education; Federal Legislation; Federal Programs; Grants; Information Dissemination; Knowledge Base for Teaching; *Parent Education; Preschool Education; Professional Development; Program Descriptions; Research and Development; *Special Education; State Programs; *Technical Assistance; Theory Practice Relationship; Transitional Programs
IDENTIFIERS- Amendments; Individuals with Disabilities Educ Act Amend 1997; *Office of Special Education Programs

This 5-volume directory describes more than 1,000 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act (IDEA) Amendments (1997), Part D. This volume, the third of the directory, describes projects concerning technical assistance and dissemination and parent training and information. The Technical Assistance and Dissemination program provides technical assistance and information, through mechanisms such as institutes, regional resource centers, clearinghouses, and programs that support states and local entities in building capacity to improve early intervention, educational, and transitional services, and programs that address systemic change goals and priorities. The Parent Training and Information program aims to better meet the needs

Helping State and Local Governments Comply with the ADA: An Assessment of How the United States Department of Justice Is Enforcing Title II, Subpart A, of the Americans with Disabilities Act.
PUB DATE- 98
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Agency Role; Arbitration; Children; *Civil Rights Legislation; *Compliance (Legal); Court Litigation; *Disabilities; *Disability Discrimination; Federal Regulation; *Law Enforcement; Program Effectiveness
IDENTIFIERS- Americans with Disabilities Act 1990; Commission on Civil Rights; Department of Justice

This report from the United States Commission on Civil Rights focuses specifically on the efforts of the U.S. Department of Justice (DOJ) to enforce Title II, Subtitle A of the Americans with Disabilities Act, which prohibits discrimination based on disability by public entities such as state and local governments. The report evaluates DOJ's regulations and policies clarifying the language of the statute; processing of complaints of discrimination based on disability; litigation; and outreach, education, and technical assistance efforts related to the Act. The Commission finds that DOJ's implementation and enforcement program for the Americans with Disabilities Act is generally adequate, given its limited resources and extensive responsibilities. It finds that DOJ's greatest strength is its technical assistance and outreach and education program, which is extremely effective and praised widely by agency stakeholders. Another strength is DOJ's innovative use of alternative dispute resolution or mediation techniques to resolve complaints of discrimination. A general weakness of DOJ, however, is that it appears unresponsive to the concerns and priories of its stakeholders. To ensure that all stakeholders have a voice in DOJ's decision making, the Commission recommends that a formal mechanism be instituted to obtain input from interested parties. (Contains over 700 references.) (CR)

ED 450 529   EC 308 286

Isler, Frederick D.; Zalokar, Nadja; Chambers, David; Kraus, Rebecca; Johnson, Wanda; Butler, Margaret; Avery, Michelle Leigh; Tyler, Marcia; Baird, Andrea; Foshee, Latrice; Turner, Ilona
Helping Employers Comply with the ADA: An Assessment of How the United States Equal Employment Opportunity Commission Is Enforcing Title I of the Americans with Disabilities Act.
PUB DATE- 98
NOTE- 327p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Agency Role; Civil Rights Legislation; *Compliance (Legal); Court Litigation; *Disabilities; *Disability Discrimination; *Equal Opportunities (Jobs); Federal Regulation; *Law Enforcement; Program Effectiveness
IDENTIFIERS- Americans with Disabilities Act 1990; Commission on Civil Rights; Equal Employment Opportunity Commission

This report from the United States Commission on Civil Rights

play area, based on the incremental costs of the models and the effect of the incremental costs on the number of new and replacement play areas constructed. The chapter also estimates the social and the direct costs of the guidelines, which yield the total annual cost of the guidelines. Chapter 5 discusses the benefits of the guidelines. (Contains 54 references.)(GR)

ED 450 548 EF 005 845

Design and Construction Guidance for Community Shelters. FEMA 361.
PUB DATE- 00
NOTE- 276p.; A CD-ROM on Benefit-Cost Analysis Software for Hurricane and Tornado Shelters is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Construction Costs; *Facility Guidelines; Facility Planning; *Facility Requirements; *Public Facilities
IDENTIFIERS- *Emergency Shelters

This manual presents guidance to engineers, architects, building officials, and prospective shelter owners concerning the design and construction of community shelters that will provide protection during tornado and hurricane events. The manual covers two types of community shelters: stand-alone shelters designed to withstand high winds and the impact of windborne debris during tornadoes, hurricanes, or other extreme-wind events; and internal shelters specially designed within an existing building to provide the same wind and missile protection. The shelters are intended to provide protection during a short-term, high-wind event, such as a tornado or hurricane. Shelter location, design loads, performance criteria, and human factor criteria that should be considered for the design and construction of such shelters are provided, as are case studies to illustrate how to evaluate existing shelter areas, make shelter selections, and provide construction drawings, emergency operation plans, and cost estimates. Included in the appendices is a case study involving a school shelter design in Kansas. Other appendices provide site assessment checklists; a benefit-cost analysis model for tornado and hurricane shelters; another case study of a stand-alone community shelter (North Carolina); wall sections, doors, and hardware that passed the missile impact tests; and design guidance on missile impact protection levels for wood sheathing. (GR)

ED 450 549 EF 005 852

Brownfields to School Sites: How Can the State Facilitate Cleanup To Build Essential Schools?
PUB DATE- 00
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Facilities Planning; Elementary Secondary Education; *Low Income Counties; Public Schools; *School Location
IDENTIFIERS- California; Testimony

This document presents background information and testimony

EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Foreign Countries; *French; *Immersion Programs; Primary Education; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Alberta

This annotated bibliography of children's literature presents over 150 books, stories and songs that can be used in the French language classroom to introduce literature in French to children in Kindergarten through third grade. The selected texts (97 titles in fiction and 62 titles in non-fiction) were chosen for their age-appropriate language and themes, as well as their comprehensibility to the non-native speaker. Each entry in the bibliography provides the format and bibliographic information for the text, suggestions for classroom use, the structure and complexity of the text, advanced vocabulary and expressions, use of illustrations, and a summary of the plot, characters, and setting (for fiction) or themes and levels of familiarity and difficulty with subject-matter for non-fiction. Three appendices index the titles by publisher's series, theme, and grade level. (JSS)

ED 450 572 FL 026 506

Modeles de rendement langagier: Francais-7e annee. Francais langue premiere (Models of Linguistic Production--French as a Native Language: 7th Grade).
PUB DATE- 00
NOTE- 80p.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Evaluation Criteria; Foreign Countries; *French; Grade 7; Junior High Schools; *Lesson Plans; Listening Comprehension; *Native Language Instruction; Oral Language; Reading Comprehension; Student Evaluation; Violence; Writing Skills
IDENTIFIERS- *Alberta

Aligned with its 1998 standards for first and second language learning, Alberta Learning has published lesson plans that aim for a closer relationship between learning and evaluation. Each volume in this series presents a specific task for students that involves planning, carrying out and evaluating their work. The task for seventh grade students who are native speakers of French is to read and respond to three articles on the subject of violence among today's youth. The guidebook has four parts: a Teacher's Guide, a Student Notebook, Examples of Student Work, and Pedagogic Notes. The Teacher's Guide introduces the objectives for the project in terms of the reading process and the content of the lesson, specific guidelines for introducing and directing the project, and grading criteria. The Student Notebook includes directions for the project, the articles to be read, and questions for comprehension and reflection. The third section presents examples of students' notes and answers to the questions followed by an evaluation of their responses. Finally, the Pedagogic Notes include goals and principles for the teacher to keep in mind throughout the project, notes on the levels of linguistic production and sophistication of ideas that students should achieve at the intended grade level, and an analysis of the thinking and writing process from the Examples of Student Work. (JSS)

ED 450 573 FL 026 507

easily to annotation. Annotation also helps to keep students interested and motivated to do well in class. (Contains 35 references.) (KFT)

ED 450 593 FL 026 610

Skinner, Robert E.
Contextualization of Vocabulary in Second Language Acquisition: Emphasis on the Nativist Approach with Comparison to the Behavioralist, Empiricist, and Neurofunctionalist Approaches.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Inferences; Linguistics; Prior Learning; Retention (Psychology); Schemata (Cognition); Second Language Instruction; *Second Language Learning; *Vocabulary Development

This paper attempts to compare the nativist approach on the contextualization of vocabulary with approaches by behaviorists, empiricists, and neofunctionalists. It considers such themes and issues as the following: cognition, comprehension, and communication; prior knowledge and content; the process of contextualization; the skill and process of inference and reference; problem-solving; retention; empirical research; and the implications and conclusions of the nativist approach. (Contains 25 references.) (KFT)

ED 450 594 FL 026 611

Trappes-Lomax, Hugh, Ed.
Change and Continuity in Applied Linguistics. Selected Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1999). British Studies in Applied Linguistics 15.
PUB DATE- 00
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Applied Linguistics; Discourse Analysis; Foreign Countries; Grammar; Idioms; Intercultural Communication; Language Acquisition; Metaphors; *Second Language Instruction; Second Language Learning; Sociolinguistics
IDENTIFIERS- Australia

The following articles appear in this issue: "Changing Views of Language in Applied Linguistics" (Gillian Brown); "Society, Education, and Language: The Last 2000 (and the next 20?) Years of Language Teaching" (Michael Stubbs); "The Secret Life of Grammar Translation" (Malcolm J. Benson); "Changing Views of Language Learning" (Susan Gass); "Change and Continuity in Second Language Acquisition Research" (Florence Myles); "Rethinking Interactive Models of Reading" (Martin Gill); "Continuity and Change in Views of Society in Applied Linguistics" (Ben Rampton); "Talking Disability: the Quiet Revolution in Language Change" (Mairian Corker); "Critical Discourse Method of Field: Tracking the Ideological Shift in Australian Labor Governments 1983-1986" (Bernard McKenna); "Risk as the Mobilizing Dynamic of a Society Bent on Change: How Metaphors Help Stabilise the Developing Discourse of the Learning Society and How They Don't" (Alison Piper, Charmian Kenner); "The Role of Idioms in Negotiating Workplace

The Game of Life: College Sports and Educational Values.
PUB DATE- 01
NOTE- 447p.; "In collaboration with Lauren A. Meserve and Roger C. Schonfield."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Athletes; College Athletics; College Students; Educational Environment; *Educational Finance; Higher Education; *Values

Drawing on historical research, data on alumni giving, information on budgetary spending on college athletics, and a database of 90,000 students from 30 selective colleges and universities in the 1950s, 1970, and 1990s, this book demonstrates how athletics influences the class composition and campus ethos of selective schools. The chapters are: (1) "The Institutionalization and Regulation of College Sports in Historical Perspective"; (2) "The Admissions Game: Recruiting Male Athletes and the Implications of Selection"; (3) The College Game: Academic Outcomes for Men"; (4) "Men's Lives after College: Advanced Study, Jobs, Earnings"; (5) "The Development of Women's Athletic Programs"; (6) "New Players: The Recruitment and Admission of Women Athletes"; (7) "Women Athletes in College"; (8) "Women's Lives after College: Advanced Study, Family, Jobs, Earnings"; (9) "Leadership"; (10) "Giving Back"; (11) "The Financial Equation: Expenditures and Revenues"; (12) "Key Empirical Findings"; (13) "Taking Stock"; and (14) "Thinking Ahead: Impediments to Change and Proposed Directions." Appendixes contain 59 scorecards (data tables) and 10 tables of supplementary data. (Contains 81 figures, 6 tables, 201 endnotes and 147 references.) (SLD)

ED 450 619 HE 033 791

Knowles, Marjorie Fine; Harleston, Bernard W.
Achieving Diversity in the Professoriate: Challenges and Opportunities.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Cultural Awareness; *Diversity (Faculty); Equal Opportunities (Jobs); Higher Education; Leadership; *Minority Group Teachers; Racial Differences; Research Universities; *Teacher Recruitment

The barriers to increased diversity of the faculty at elite research universities were studied, and an effort was made to identify some solutions to the problem of diversifying faculty. Eleven major research universities participated in the study. Site visits were held at each campus, with interviews with the president, other administrators, and minority faculty and graduate students. Interviews were also held with officers of three foundations that have an interest in faculty diversity. Section 1 of this report relates what was learned about barriers to increasing the number of minority faculty members and minority graduate students. All the administrators identified the primary problem as one of the size of the "pool" of available candidates. Faculty members and graduate students identified a number of other factors. Section 2 describes some of the initiatives that have been undertaken to reduce the barriers on various campuses. The last section offers the impressions and recommendations of the researchers. At the

the regional standard for funding. Section D includes funding formula supporting data for the public institutions, while Section E describes critical capital needs in Alabama public higher education. (EV)

ED 450 641 HE 033 816

The Production and Utilization of Education Doctorates for Administrators in California's Public Schools. A Report in Response to Assembly Bill 1279. Commission Report.
PUB DATE- 00
NOTE- 366p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Doctoral Degrees; *Education Majors; Educational Administration; Higher Education; Needs Assessment; Public Education; State Surveys
IDENTIFIERS- *California; Doctor of Education Degrees; Doctor of Philosophy in Education Degrees

The goal of this study was to describe the production and utilization of education doctorates in California public elementary and secondary education and to assess if there is a need for greater production of such degrees by higher education institutions in the state. An examination of relevant indicators and survey results revealed that, based on estimated supply and demand over the next decade, California will be able to maintain the current percentage of public school administrators who hold a doctorate. The number of doctorates in administrative positions has remained roughly constant over the last ten years (rising from 2,122 to 2,184), with California universities having produced approximately 450 doctorates per year. The stable number of doctorates employed is consistent with a retirement rate of about 100 doctorates per year and a rate of employment of new doctorates in the public schools of about 110 per year. A detailed analysis of supply and demand for education doctorates is included, along with a description of issues for further study and appendices containing numerous data tables and study materials. (EV)

ED 450 642 HE 033 817

Evans, G. R.; Gill, Jaswinder
Universities & Students: A Guide to Rights, Responsibilities, & Practical Remedies. The Times Higher Education Supplement.
PUB DATE- 01
NOTE- 181p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Students; Foreign Countries; *Higher Education; *Legal Responsibility; School Law; School Safety; Student Responsibility; *Student Rights
IDENTIFIERS- *United Kingdom

This book is a guide designed to clarify the legal framework that binds the student with the university or college in the United Kingdom. It covers the key issues that can give rise to disagreements and suggests practical remedies for common areas of complaint. The chapters are: (1) "Becoming a Student"; (2) "The Contract with the University"; (3) "Taking Care of

Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Qualifications; Administrator Role; *Administrators; *College Administration; *Employment Experience; *Higher Education; *Job Skills

This essay explores the need for higher education institutions to broaden their conceptions of the talent and experience required of those who assume managerial responsibilities. Colleges and universities are clinging to a parochial set of notions about the job descriptions and skills needed by those who would manage the enterprise of higher education. In the age of markets, accountability, and cost constraints, the motivations and skills of professionals inside the academy differ very little from those in outside settings. Without a real departure from the current practice in higher education, a real gap is likely to develop between the level of managerial skill required in the future and what will actually be available. Higher education, like nearly every other U.S. enterprise, is being recast by an accelerating shift from a producer-driven to a consumer-driven economy. A well-managed institution must focus on service, efficiency, and quality, and it must employ effective managers at every level. Colleges and universities tend to see themselves as entities that differ fundamentally from other organizations, but the reality is that the managerial skills required are very similar to those of other organizations. Institutions of higher education are often ignoring qualified managers because they are outside the academy. (SLD)

ED 450 665   HE 033 841

Ivie, Rachel; Stowe, Katie; Czujko, Roman
Physics Academic Workforce Report, 2000. AIP Report.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; College Graduates; *Employment Opportunities; Higher Education; Labor Market; *Physics

This report discusses trends in the physics academic workforce and the implications of these trends for the future academic job market. In March 2000, a survey was sent to 766 U.S. physics departments that grant at least a bachelor's degree in physics, and 725 responses were received, a response rate of 95%. Degree-granting physics departments in the United States employed an estimated 8,375 full-time equivalent physicists during the spring of 2000. Very few were African American or Hispanic, and two-thirds of the African American physicists worked at historically black colleges and universities. The turnover and retirement rates for physics faculty increased, and for the first time, the retirement rate was above 3% and expected to increase slowly. The numbers of new hires also increased. In 2000, U.S. physics departments hired an estimated 335 tenured and tenure-track faculty members, and for 20001, the departments recruited an estimated 509 tenured and tenure-track faculty. Physicists from the most recent U.S. Ph.D. Class are not likely to be hired directly into faculty jobs at physics departments that grant Ph.D.s. Most new full-time faculty have completed postdoctoral fellowships, have worked as faculty in other institutions, or have worked in nonacademic settings. The increased demand for physics faculty comes at a time when the pool of potential faculty is decreasing, but the academic job market is affected by many factors that must be

ED 450 684   IR 020 108

Crane, Beverley E.
Teaching with the Internet: Strategies and Models for K-12 Curricula.
PUB DATE- 00
NOTE- 381p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Oriented Programs; *Computer Uses in Education; Curriculum Development; Elementary Secondary Education; *Internet; Online Searching; *World Wide Web

Here are the strategies elementary and secondary level teachers, library media specialists, and computer coordinators need to support and enrich their curriculum utilizing the Internet. Topics, suggested activities, and handouts follow most state curricula and require little or no modifications. Each unit plan provides step-by-step instructions, copy-ready handouts, and exercises for model lessons that can be used directly from the test or as springboards for innovative Internet instruction. The author emphasizes active learning and addresses the needs of ESL students. This is the perfect text for weaving the excitement and usefulness of the Internet into the daily lesson plan. The book is divided in three sections: Section 1: "How the Internet Can Enhance Teaching Effectiveness" contains Chapter 1: "The Information Revolution, the School, and the Internet" and Chapter 2: "Linking Information Literacy, Critical Thinking, and the Internet." Section 2: "How To Integrate the Internet with Different Instructional Styles" contains Chapter 3: "Integrating the Internet into Cross-Curricular Unites"; Chapter 4: "Incorporating the internet into Individualized Instruction"; and Chapter 5: "Using the Internet with Cooperative-Learning Approaches." Section 3: "How to Integrate the Internet into Specific Curricular Areas" contains Chapter 6: "Using Web Resources in English and Language Arts"; Chapter 7: "Teaching Second-Language Learners Using the Internet"; Chapter 8: "Incorporating the Internet into Social Studies Research Assignments"; Chapter 9: "Promoting Active Learning in the Sciences with the Internet"; and Chapter 10: "Bringing the Internet into Other Subject Areas." Includes "How To Use Search Engines"; a complete listing of Web sites and an index. (Contains 166 figures and tables.) (AEF)

ED 450 685   IR 020 109

Jukes, Ian; Dosaj, Anita; Macdonald, Bruce
NetSavvy: Building Information Literacy in the Classroom. Second Edition.
PUB DATE- 00
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Oriented Programs; *Computer Uses in Education; Elementary Secondary Education; *Information Literacy; *Information Skills; *Internet; Lesson Plans; *Skill Development

for CIC, Committee on Institutional Cooperation (Big Ten), libraries whose home institutions serve thousands of students, faculty, staff, and others. Developing virtual Web-based services is an increasingly viable avenue to bring library services to users at all hours. This paper discusses the virtual services located on the 13 CIC member libraries' Web pages. All CIC institutions are developing innovative new services to better serve their large student, faculty, and staff populations. Issues and strategies related to scaling library services with Web-based delivery systems are discussed using data from a survey of the member libraries as well as analysis of each library Web site. Successes and problems with the scaling and "findability" of different services (reference, instruction, electronic reserves, virtual tours, etc.) are summarized with suggestions for further Web development. (AEF)

ED 450 704 IR 020 585

Agee, Anne; Segerson, Keith; Zenelis, John
Collaborative Support for the Distributed University.
PUB DATE- 99
NOTE- 12p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Administrators; Cooperative Planning; Cooperative Programs; Educational Planning; Educational Technology; Higher Education; *Information Services; *Information Technology; Program Development; Strategic Planning; User Needs (Information)

The Information Technology (IT) units at George Mason University (Virginia) work in a dynamic and exciting environment that puts a high value on excellence in IT programs and services. This paper shares some of the challenges of working in that environment and some of the strategies that the senior IT managers have developed to meet those challenges. Discussion includes an overview of George Mason University; structure of George Mason University's Technology Organization; issues in dealing with the distributed university; and strategies for dealing with the issues. The following strategies have been pursued by the IT units to respond to the needs of the distributed university campus environment: collaborative staffing and programming (projects and committees, IT training group, and support for statistical software); collaborative assessment and planning (departmental liaisons, facilities planning, service level agreements, and technology standardization); and collaborative budgeting. In their first year of working in a coordinated information technology-wide organization, the senior IT administrators have developed a good working relationship and have begun to put in place the collaborative planning and programming strategies that allow them to provide the best possible support for the distributed university environment. (AEF)

ED 450 705 IR 020 586

Chizmar, John F.; Williams, David B.
Deconstructing Classroom Technology in Practice: What Our Web Instructional Techniques Suggest about What Faculty Want.
PUB DATE- 99

apprenticeship system, the system appears to have lost its former prominence in Iceland's educational system. (Thirty-four tables/figures are included. The following items are appended: list of abbreviations and acronyms; list of 16 major organizations involved in providing or regulating VET in Iceland; bibliography listing 44 references; and a glossary.) (MN)

ED 450 216   CE 081 327

Dore, Roger M.
A Comparative Study of Executive Coaching as an Alternative Adult Teaching Methodology within a Business Environment.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Banking; Business Communication; Communication Skills; Comparative Analysis; Computer Assisted Instruction; Educational Research; Group Instruction; *Individual Instruction; Industrial Training; Inplant Programs; *Interpersonal Communication; Interpersonal Competence; Pretests Posttests; *Speech Skills; *Teaching Methods; *Writing Skills
IDENTIFIERS- Nelson Denny Reading Tests

A study compared test scores obtained by adult learners taught oral, written, and/or interpersonal communication skills by four different methods over two different lengths of time. The learners and those in a control group, which was not taught at all, were 171 bank employees. The teaching methods were executive coaching (one tutor and one learner), small group (1 teacher with 2-3 learners), computer-based training (CBT) (1 learner with a computer and instructional software), and classroom (1 teacher with 16 learners). Learners were further divided into 2 time blocks (10 hours of training or 20 hours of training) delivered at the rate of 1 hour per week. The Nelson-Denny Reading test and the Dailey Business English test were used pre- and post- training. Manova and post-hoc procedures indicated that the executive coaching methodology produced five scores significantly higher than the small group and classroom methodologies. One score was higher for the small group method over the classroom treatment. All results were at the .01 level of significance. No significant results were found for the CBT or classroom treatment groups. Results imply that, of the four teaching methods studied, the best one to use would be the executive coaching methodology. (YLB)

ED 450 217   CE 081 328

Croom, Barry; Flowers, James L.
Factors Influencing a Student's Perception of the Image of a Career and Technical Education Student Organization.
PUB DATE- 00
NOTE- 13p.; Paper presented at a pre-conference seminar of the Annual Conference of the Association for Career and Technical Education/International Vocational Education and Training Association (74th, San Diego, CA, December 7-10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Demography; Educational Research; *Influences; *Peer Acceptance; Peer Relationship;

government funding of post-16 education and training provision in Great Britain operates, with a particular focus on Training and Enterprise Council (TEC) and Further Education Funding Council (FEFC) funding streams. It also outlines some consequences current funding arrangements have for skills delivery. Following an introduction, section 2 considers how work-based training supplied by TECs is funded. This covers the way in which funds are allocated from central government to the government offices for the regions and how funds are then passed on to TECs. The section provides evidence on the varied and less than transparent ways that TECs use to fund training providers. These differences are highlighted with examples taken from existing provider contracts. Section 3 reviews evidence on the impact these funding arrangements have for the nature of skills delivery. Sections 4 and 5 shift the focus onto the funding of further education. Section 4 considers how the FEFC provides financial support to the 435 institutions it funds. The impact of the FEFC funding methodology on skills supply is the subject of section 5. The paper concludes with a summary. (Appendixes include lists of abbreviations and 83 references.) (YLB)

ED 450 235 CE 081 372

Betts, Sherry C.; Marczak, Mary S.; Peterson, Donna J.; Sewell, Margaret; Lipinski, John
National Results of the Organizational Change Survey: Cooperative Extension's Capacity To Support Programs for Children, Youth and Families at Risk.
SPONS. AGENCY- Cooperative State Research, Education, and Extension Service (USDA), Washington, DC.; Arizona Univ., Tucson. Cooperative Extension Service.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Agency Cooperation; *At Risk Persons; Community Organizations; Community Resources; Coordination; *Diversity (Institutional); Elementary Secondary Education; *Extension Agents; *Extension Education; Family Needs; Family School Relationship; Government School Relationship; National Surveys; Organizational Change; Outreach Programs; Prevention; Program Implementation; Staff Development; Statewide Planning; Strategic Planning; Youth Programs

As part of the Children, Youth, and Families at Risk (CYFAR) Evaluation Collaboration, responses from extension professionals in 42 states and territories to the 74-item Organizational Change Survey were analyzed. Overall trends in the discrepancy between the current and ideal status of extension as indicated by all state discrepancy scores in all 42 states for all 34 relevant items indicated respondents wanted to do more, not less, with CYFAR; in 20 states, all discrepancy scores were in the desired direction, and all differences between current and ideal scores were statistically significant. Survey results organized by six components of organizational change as conceptualized in CYFAR indicated that: (1) most professionals work from a personal strategic plan that addresses CYFAR programming; (2) about half the states reported that their state vision is congruent with the national one and have a commitment to CYFAR; (3) most states report strong support from supervisors and their campus; (4) in nearly all states, more than half of respondents participated

Performance Standards for the National Assessment of Adult
  Literacy. Working Paper Series.
PUB DATE- 00
NOTE- 54p.; Project Officer, Sheida White.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Behavioral
  Objectives; *Competence; Competency Based Education;
  Definitions; Evaluation Criteria; Functional Literacy;
  *Literacy Education; *National Standards; *National Surveys;
  Outcomes of Education; *Policy Formation
IDENTIFIERS- *National Assessment of Adult Literacy

This paper identifies issues in defining and reporting performance standards for the 2002 National Assessment of Adult Literacy (NAAL). The paper describes a continuum of conceptualizations of performance standards for adult literacy extending from "technical" conceptions of performance standards, as used in the psychometric literature, through "policy and programmatic" conceptions of adult literacy performance standards defined in educational goals, accountability systems, and in adult literacy program curricula, to "popular" conceptions of adult literacy performance standards as expressed in everyday speech and in the news media. The paper concludes that gaps between technical, policy and programmatic, and popular conceptions of adult literacy performance standards can be bridged by the following actions: (1) emphasizing applications of NAAL results to profile populations in need of literacy education services and avoiding misapplications of the results for adult education program accountability; (2) clarifying the differences between literacy constructs and skills measured by the NAAL and those measured by standardized tests used in accountability systems; and (3) making connections and clarifying differences between NAAL literacy definitions and performance levels and adult literacy program curricular content and content standards. (Contains 44 references.) (Author/KC)

ED 450 253   CE 081 400

Lieberman, Joyce
Sustaining School-to-Career Systems for Urban Youth: A Consortium
  of State-Urban Partnerships. Proceedings of the State-Urban
  Initiative Conference (Cincinnati, Ohio, October 23-25, 1997).
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cooperative Programs; Delivery Systems; *Education
  Work Relationship; Elementary Secondary Education; Government
  School Relationship; Job Skills; Models; Partnerships in
  Education; Postsecondary Education; Program Implementation;
  *School Business Relationship; Technical Assistance;
  Transitional Programs; *Urban Education; *Work Experience
  Programs; Youth Programs
IDENTIFIERS- Educational Marketing; School to Work Opportunities
  Act 1994

This report is a synthesis of presentations and break-out sessions at a 1997 national conference (held in Cincinnati, Ohio) on sustaining school-to-career systems for urban youth. Nine state-urban partnerships comprised of 68 participants attended the conference. Conference discussion and activities focused on three major themes: (1) building K-12 school-to-

Training; Labor Market; Labor Needs; Labor Supply; National Curriculum; Occupations; Outcomes of Education; Postsecondary Education; Program Costs; Public Education; Rural Areas; Rural Education; Secondary Education; Semiskilled Occupations Australia; National Training Packages (Australia); *TAFE (Australia)

IDENTIFIERS- Australia; National Training Packages (Australia); *TAFE (Australia)

Data pertaining to Australia's publicly funded vocational education and training (VET) sector in 1999 were reviewed. Both national-level and state/territory-level data on the following topics were reviewed: VET providers and delivery systems; student characteristics; enrollment trends; program costs and financing mechanisms; and apprentices and trainees involved in work-based VET. The following were among the review's key findings: (1) in 1999, publicly funded VET providers delivered courses, subjects, and training packages to nearly 1.65 million students, which represented a 7.3% increase over 1998 VET enrollment levels; (2) students residing in capital cities and other metropolitan areas averaged 217 hours of VET each, which was 50 hours more than students from rural and remote locations; (3) the most popular VET subject areas were business/administration/economics, engineering and surveying, and services/hospitality/transportation; (4) more than two-thirds of training activity resulted in successful completions; (5) most training (86.4% of annual hours) was funded from recurrent state and territory allocations for VET and commonwealth funds disbursed by the Australian National Training Authority; (6) 1999 operating expenditures on publicly funded VET remained essentially at the 1998 level (just under $4 billion); and (7) an estimated 259,900 Australians were undertaking apprenticeships or traineeships in 1999. (Contains 49 tables/figures.) (MN)

ED 450 270 CE 081 427

Spangler, D.

Workforce Investment Act Youth Provisions and School-to-Work Opportunities: A Context for Collaboration.

PUB DATE- 99

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Advisory Committees; Career Counseling; Career Education; Case Studies; Cooperative Planning; Coordination; Counseling Services; Definitions; Delivery Systems; Economically Disadvantaged; *Education Work Relationship; Educational Cooperation; Educational Legislation; Eligibility; Employment Services; Equal Education; Evaluation Criteria; Evaluation Methods; Federal Legislation; Financial Support; Out of School Youth; *Partnerships in Education; Performance Based Assessment; Postsecondary Education; Program Evaluation; *Program Implementation; School Business Relationship; Secondary Education; Summer Programs; Unions; *Vocational Education; *Youth Employment; *Youth Progra Private Industry Councils; School to Work Opportunities Act 1994; Youth Councils

IDENTIFIERS- Private Industry Councils; School to Work Opportunities Act 1994; Youth Councils

This document is intended to help existing school-to-work (STW) partnerships and the new local work force investment boards understand the opportunities for achieving common ground to raise standards. "Target Setting, Inspection and Assessment" (Derek Shaw) explains how standards are monitored and considers problems of benchmarking. "Curriculum Initiatives" (Jim Docking) reviews national programs to raise standards in literacy, numeracy, and information and communication technology. "The Revised National Curriculum" (Jim Docking) traces the curriculum's development. "Early Years Education" (Peter Jackson) explores issues and developments in early years education. "Special Educational Needs and Inclusion" (Ron Letch) discusses the drive to place more special needs children in mainstream schools. "14-19 and Lifelong Learning" (Roger Marples) examines the complexities of provision for learners aged 14-19 and the policy to improve provisions for of lifelong learning. "The Teaching Profession" (Graham Welch, Pat Mahony) looks at policies for reforming the teaching profession. "The Role of Local Education Authorities" (Ron Letch) focuses on the changing role of local education authorities. "Choice, Diversity and Partnerships" (Peter Jackson) outlines New Labour's policies regarding choice, diversity, and development of partnerships. "Disengagement, Truancy and Exclusion" (Jane Lovey) is devoted to New Labour's policies to arrest pupil disengagement and reduce the incidence of truancy and exclusion. All papers contain substantial bibliographies. (MN)

ED 450 286 CE 081 483

Glendenning, Frank
Teaching and Learning in Later Life: Theoretical Implications. Studies in Educational Gerontology 4.
PUB DATE- 00
NOTE- 118p.; Contributions from Sandra Cusack, Robert Elmore, Chris Phillipson, and Alexandra Withnall.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students; Aging (Individuals); Andragogy; Attitude Change; Continuing Education; *Educational Gerontology; Educational Needs; Educational Objectives; Educational Theories; Educational Trends; Empowerment; Foreign Countries; *Learning Theories; *Lifelong Learning; Needs Assessment; *Older Adults; Personal Autonomy; Population Trends; Postsecondary Education; Public Policy; Role of Education; Rural Education; Self Determination; Social Change; Stereotypes; Student Needs; *Theory Practice Relationship; Trend Analysis; Urban Education
IDENTIFIERS- Canada; Hegemony; *United Kingdom; Universities of the Third Age

This book contains nine papers on the development of education for older adults in the United Kingdom and Canada against the background of an aging population and the challenge of lengthening life expectancy. "Foreword" (David James) presents an overview of the book's contents and underscores the importance of motivation to learning in later life. "The Education for Older Adults 'Movement': An Overview" traces developments in self-help education for older adults, including university-of-the-third-age and continuing education programs. The following are among the topics discussed in "Some Critical Implications": lifelong learning; critical theory; the functionalist paradigm; the context of old age; liberation and empowerment; hegemony; andragogy; and critical educational gerontology. "Critical and Educational Gerontology: Relationships and Future Developments" (Chris Phillipson) considers critical gerontology in relation to the crisis of old age, the issue of identity, the self in old age, and curricular standards often leads to lowered self esteem in students. These tenets assist students in performing better in school as well as meeting important objectives in feeling more positive about the self. Counselors can also instruct teachers in the use of Multiple Intelligences Theory. This theory allows teachers to use the strengths of students in developing curricula. Being familiar with various recommended models of teaching and learning activities enables counselors to help teachers with instructional problems in the classroom. Guidance counselors have an important role in school curriculum improvement. They can be actively involved in informing teachers and principals of the recommended trends in education. These trends assist students in achieving more optimally as well as meeting their personal needs. (ADT)

ED 450 305   CG 030 725

Thomson, Nam Hee
Children of Battered Women: Family Dynamics and Their Effect on Behavioral Profiles.
PUB DATE- 00
NOTE- 69p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Battered Women; *Behavior Problems; Child Abuse; *Child Development; *Children; Counselor Training; Developmental Delays; Family Characteristics; *Family Violence; Intervention; *Literature Reviews

This paper begins by reviewing literature relevant to the history of children of battered women and difficulties in defining domestic violence. Major attempts to explain the behavioral profile of children of battered women include issues related to family characteristics and patterns; effects of family violence on children; links between marital violence and child abuse; and critiques of assessment and treatment research studies. The major domains frequently studied in children's behavior problems related to exposure to multiple forms of family violence are identified and discussed. Particular attention is paid to the effects of wife battering and a violent home environment on the development of children, and the role these play in understanding the developmental delays and behavioral dysfunction of children who witness and experience violence. Research on the approaches to the assessment and treatment of children of battered women is reviewed. Directions for future research are also discussed. (Contains 150 references.) (Author/MKA)

ED 450 306   CG 030 728

Cyr, Douglas Philip
Spirit in Motion: Developing a Spiritual Practice in Drama Therapy.
PUB DATE- 98
NOTE- 101p.; Master of Arts Thesis, California Institute of Integral Studies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Counseling Theories; *Drama; *Self Concept; *Spirituality; *Theater Arts
IDENTIFIERS- *Drama Therapy; *Reflective Analysis

This document describes the theoretical and experiential process of utilizing a variety of action-oriented approaches for the

Skills; Program Design
IDENTIFIERS- *Boys Town NE

This book describes a treatment approach used by Boys Town to help children and youth cared for in Treatment Foster Family Services. The unique strength of the program is that it teaches parents how to encourage positive behavior from their foster children and respond specifically to problematic behaviors by teaching appropriate social skills. The training also shows Treatment Parents how to create an environment that is safe for a child, and gives parents the many tools they need to help children accept responsibility for their behaviors and learn more appropriate ways to get their needs met. The training helps Treatment Parents learn how to motivate a child to change, how to include the child's family in the treatment process, how to parent a sexually abused child, and much more. As a result, children learn how to be successful in foster care, in school, and ultimately in their own families. The book contains the following sections: (1) The Foundation; (2) Parents as Teachers; (3) Encouraging Positive Behaviors; (4) Responding to Problem Behaviors; (5) Providing Treatment; and (6) Understanding the Child and the Family. Six appendixes and a glossary are included. (Contains 33 references.) (Author/ADT)

ED 450 328 CG 030 774

Harun, Lily Mastura Hj.
A Humanistic Approach towards Family Interaction: An Implication to Mental Health and Caring Society.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Behavior Theories; *Community; Family Role; *Family (Sociological Unit); Foreign Countries; Interpersonal Relationship; *Mental Health; *Self Concept; Social Influences
IDENTIFIERS- *Caring; Malaysia

In an effort to develop stability in a community's mental health and establish a resilient and caring society, work must begin with the family itself. This paper discusses the dimensions and types of family interactions prevalent among the Malay families in Malaysia. An integration of the humanistic, systemic, and Islamic approaches form the main theoretical framework for these interactions. A model was constructed based on two dimensions, the family-centeredness and actualization dimensions. These two dimensions produced three family types: self-centered, self-family-centered, and family-centered. The self-centered family type is characterized by selfish family members; the family-centered family type is characterized by martyrs. These two types of family interactions would hypothetically place family members at risk. Too much thinking about one's self or one's family would jeopardize mental health within the family and later manifest to the society. It is proposed that these two aspects be in equilibrium. Balance is needed between caring for one's family and caring for one's self. In this way mental health can be maintained and the factors are in place to create a caring society. (Contains 3 figures, 4 tables, and 63 references.) (Author/JDM)

ED 450 329 CG 030 775

Stanley, Paula Helen; Purkey, William Watson
Abstracts of Published Research Articles, Dissertations, and

ED 450 349   CS 014 274

Humble, Amy Leah
A Comparison Study of the Traditional Reading Strategy of Reading Aloud with an Adult and the Technology Based Strategy of Computerized Talking Books.
PUB DATE- 00
NOTE- 42p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Comparative Analysis; Computer Assisted Instruction; Grade 2; Instructional Effectiveness; Primary Education; *Reading Aloud to Others; Reading Materials; Reading Research; *Talking Books

This research project investigated whether computer-enhanced reading improved the reading fluency of students. This study looked at 22 second grade students, ages seven and eight, from an elementary school located in a suburban community. The class was divided randomly into two equal groups. The researcher introduced all students to the book at the same time. The book was read aloud to the entire class and then each student read the book silently. An Informal Reading Inventory (IRI) was then administered to each student using text taken from the book title being used. After this initial introduction, one group read from the hardcopy of the book while the second group used the Living Books CD for the same title. The group using the hardcopy of the book read their book aloud to an adult. The group using the Living Books CD read along silently as the computer read the text to the student. The researcher then took one week to administer a second IRI to each student using the same text that was used in the initial IRI. The groups alternated for the second book title so that all students in the class had the opportunity to use both the written text and the Living Books CD. This study shows that when the students used the Living Books software their IRI scores were almost equal to the IRI scores of reading aloud to an adult. This indicates that when a classroom teacher does not have the extra set of hands of an aide or parent volunteer, she can use the computer to aid in reading practice. (Contains 21 references, and a figure and a table of data. Appendixes contain the letter to parents, permission forms, a list of books used, and the text of the books used.) (RS)

ED 450 350   CS 014 275

Simpson, Alyson; McDonald, Lorraine
Metaxis in Classroom Research: Why Chicken Little Ran Away.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Discourse Analysis; *Drama; Foreign Countries; Kindergarten; Kindergarten Children; *Participant Observation; *Picture Books; Primary Education; Reflective Teaching; *Teacher Researchers
IDENTIFIERS- *Poststructuralism; Response to Literature; Theoretical Orientation

successful writing; usability testing tools and measures; definitions that explain the "how" and "why" in addition to the "what"; and four color inserts with illustrations depicting various technical writing projects. Chapters in the first part, Defining Technical Writing, are: (1) An Introduction to Technical Writing; (2) Producing the Product; (3) Objectives in Technical Writing; and (4) Audience Recognition and Involvement. Chapters in Part II, Correspondence, are: (5) Memos; (6) Letters; and (7) The Job Search. Chapters in Part III, Visual Appeal, are: (8) Document Design; and (9) Graphics. The chapter in Part IV, Electronic Communication, is (10) E-mail, Online Help, and Web Sites. Chapters in Part V, Technical Applications, are (11) Technical Description; and (12) Instructions and User's Manuals. Chapters in Part VI, Report Strategies, are (13) Research; (14) The Summary; (15) Reports; (16) Proposals; and (17) Oral Presentations. Part VII presents a handbook of grammar, punctuation, mechanics, and spelling. (RS)

ED 450 371 CS 217 239

Shamoon, Linda K., Ed.; Howard, Rebecca Moore, Ed.; Jamieson, Sandra, Ed.; Schwegler, Robert A., Ed.
Coming of Age: The Advanced Writing Curriculum and CD-ROM . CrossCurrents.
PUB DATE- 00
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Non-print Media (100)
DESCRIPTORS- Computer Mediated Communication; Course Descriptions; Curriculum Development; Higher Education; *Rhetorical Theory; Service Learning; *Writing (Composition); *Writing Instruction

Part book, part CD-ROM, this publication offers new ideas for transforming advanced writing courses. The 33 essays in the publication describe and offer concrete examples of curriculum that incorporates discipline-based theory and history, that situates writers in public discourse, and that fully prepares students for careers as writers. The theoretical framework is presented in the print medium (Parts I and II), and the generative course descriptions and program recommendations are presented in the interactive medium of the CD-ROM (Parts III and IV). Essays in Part One, "Redirecting the Field from Advanced Composition to Advanced Writing" are: "Advancing Composition" (Lynn Z. Bloom); "Feathering Our Nest? A Critical View from within Our Discipline" (Richard Bullock); "Curriculum Development in Composition" (Robert A. Schwegler); "Rhetoric Within and Without Composition: Reimagining the Civic" (Thomas P. Miller); and "The Academic Effacement of a Career: 'Writer' "(Linda K. Shamoon). Essays in Part 2, "Considering Options for Core Courses in Advanced Writing," are: "Histories of Writing and Contemporary Authorship" (Andrea Abernethy Lunsford); "Theories of Composing" (Sandra Jamieson); "Discourse Studies" (Gail Stygall); "Contrastive Rhetoric/Comparative Rhetoric" (Yameng Liu); "Seeking the Good: A Course in Advanced Argument" (John C. Bean); "The History of Rhetoric" (Richard Lee Enos); "More Than a Matter of Form: Genre and Writing" (Kathleen Blake Yancey); "Style, Race, Culture, Context" (Rebecca Moore Howard); and "Theory of Visual Design" (John Trimbur). Essays in Part 3, "Considering Options for Elective Courses in Advanced Writing," are: "The Rhetoric of Gender as Advanced Writing" (Mary R. Lamb); "Rhetorical Theory: Major Figures in

Development; Longitudinal Studies; *Parent Participation; *Parent Teacher Cooperation
IDENTIFIERS- *Critical Literacy; Identity Formation; Researcher Role; *Teacher Knowledge

The research cited in this paper is derived from a 2-year study of a professional development initiative in literacy with faculty members from an elementary school in an economically impoverished urban community. The paper explains that the study observed what a long-term, participatory, and voluntary professional development program constructed around theories of critical literacy looked like in actual practice. The paper's research was largely concerned with examining the evolving knowledge of the teachers as they worked together towards enacting critical approaches to reading, writing, and assessment in their respective classrooms. It states that the primary data reported addresses the negotiation of "place" between the teachers involved in the study and the parents of the children they taught. Contains 15 references. (Author/NKA)

ED 450 392 CS 217 437

Chernekoff, Janice
Out of the Basement: Making Writing Center Improvements with Very Little Money or Support.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the Western States Communication Association (71st, Sacramento, CA, February 25-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Problems; Educational Facilities; *English Departments; Graduate Students; Higher Education; *Tutors; *Writing Laboratories
IDENTIFIERS- *Kutztown University PA; Tutor Training

This paper reports on the travails of the writing center at Kutztown University in Pennsylvania. The paper recounts how the center has been forced to move physically several times in the past few years and has battled a budget crunch as well. It explains that, although the English Department has been allocating enough money from its budget to support the basic staffing of the Center, it is supporting a service that the entire campus is invited to use, and the Center makes do without the research assistance and student support that other departments obtain from similar budget lines. The paper then explains how the Center's director prioritized the needs of the Writing Center in this order: train and professionalize the tutors; advertise services and network with faculty from English and other departments; advocate for a tenure-track faculty line to assume responsibility for the Center; and finally, prepare proposals for better facilities, updated equipment, and more money for tutor wages. It delineates some ideas that were used in training sessions. The paper concludes that, given the absence of resources of every kind, what needed to be done (and was done) was to get the tutors themselves interested in turning the Writing Center around and making it a visible, valued resource on campus. (NKA)

ED 450 393 CS 217 439

Pennell, Mike
Dialogism in Freshman Writing Classes: Web Projects as Dialogic

the project delivered a program of professional development informed by the recommendations of the DETYA research project "Digital Rhetorics," the paper explains that the project, which commenced in August 1998 and concluded in March 1999, was managed by Australia's Primary English Teaching Association (PETA) with cooperation and assistance from the New South Wales Department of Education and Training (NSWDET). The report presents information about "Teachers First" and its objectives. "Teachers First" provided 16 primary teachers with professional development in the use of CITs (Communication Information Technologies) and English literacy assessment, and each teacher used this knowledge to undertake a short term classroom based literacy assessment project. CITs were used to communicate with project leaders and fellow participants, access relevant information and resources from the Internet, and record project work digitally on the "Teachers First" Web site. These case studies are attached to the report and are available on the PETA Web site. Contains a 9-item bibliography. (HKA)

ED 450 414   CS 217 463

Orme, Liz; Masson, Susan
Literacy: Development and Teaching Strategies.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Environment; Cues; Elementary Secondary Education; *Literacy; *Performance Based Assessment; Reading Diagnosis; *Reading Processes; *Reading Strategies
IDENTIFIERS- *Strategic Reading

This paper seeks to provide teachers with a sampling of before, during, and after reading strategies that are appropriate for use in K-12 classrooms. The paper first discusses diagnostic assessment methods in the classroom and presents activities which provide samples of informal diagnostic assessment. It then outlines some "before reading" activities which should access and build background knowledge, set a purpose for reading by creating curiosity about the text, and elicit personal reactions and experiences regarding a specific topic or character. The paper next sets out "during reading" activities which should motivate student reaction to ideas and prompt personal responses. "After reading" activities then presented in the paper should prompt reflection, help organize information, and promote deeper comprehension. The paper discusses on-going assessment and then describes how good (or "strategic") readers use a variety of strategies: good readers both activate prior knowledge and self monitor to read well; they are able to choose which strategies will best suit the text they are reading and the purpose of the reading assignment. Powerful reading programs are characterized by the following attributes: teachers and students read aloud; the environment is literacy rich; students read for pleasure; and home/school links are encouraged. (HKA)

ED 450 415   CS 217 464

Pollari, Pirjo
"This Is My Portfolio": Portfolios in Upper Secondary School English Studies.
PUB DATE- 00

Communication Research; Discourse Analysis; *Discussion (Teaching Technique); Higher Education; Student Participation

What does it take to facilitate a good classroom discussion? This paper does not set out to give a definitive answer to this question. Rather it presents several excerpts from student-led discussions as examples of how students are able to facilitate class-long discussion on a controversial topic. This paper begins with a brief overview of the prescriptive literature, focusing on a summary of the central concerns teachers have when leading a classroom discussion. This section is followed by a general description of the site in which the student-led discussions took place. Then, five moments from the actual discussions are analyzed to show the unfolding of these student-led discussions. These excerpts have been chosen to show how the students start the discussion, keep the discussion going, and end the discussion. Finally, some conclusions are drawn about the communicative actions that construct classroom discussions, and some comments are made about what this type of investigation has to add to the prescriptive literature on classroom discussions. (Author/RS)

ED 450 435 CS 510 514

Bannister, Linda
Rhetorical Listening in the Diverse Classroom: Understanding the Sound of Not Understanding.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Deafness; Diversity (Student); Heuristics; Higher Education; *Listening Comprehension; *Listening Habits; *Listening Skills
IDENTIFIERS- Listening Research; *Loyola Marymount University CA

Despite the fact that the culture seems to prize a "good listener," which is a compliment used in everything from a grade school report card to a description of an ideal marriage partner, listening actually is a less privileged interpretive trope than speaking, writing, or seeing. This paper, citing essays by Krista Ratcliffe and Nikki Giovanni, demonstrates that listening is also informed by ethnicity and that a cultural bias against listening exists at the level of race and class. The paper explains that one educator hoped to help facilitate cross-cultural interaction in her classroom, so she set out to devise a simple listening heuristic that teachers and their students could use and that she could test. The paper offers some thoughts on listening and its components and summarizes some strategies used in education for the deaf. It finds that Ratcliffe's philosophy of rhetorical listening, which privileges listening and upgrades its importance in the logos, implies a listening pedagogy that demands individual and collaborative responsibility. According to the paper, preliminary findings in the educator's 2-semester study which follows student listeners' progress over a sequence of paired courses indicate that students do respond to a pedagogy emphasizing a critical listening apprenticeship based on shared negotiation--the pedagogy includes creating an undisturbed collaborative space, a sanctuary where "noise" is minimized, an opportunity for listeners/speakers to tell their respective

Cultural Studies; Data Analysis; Data Interpretation; *Educational Discrimination; Educational Economics; Educational Finance; Educational Opportunities; Educational Practices; Educational Research; *Educational Resources; Elementary Secondary Education; Enrollment; Equal Education; Foreign Countries; Higher Education; *Statistical Data; Tables (Data); Teacher Qualifications; *Teacher Salaries
IDENTIFIERS- *International Standard Classification of Education

This Organisation for Economic Cooperation and Development report documents the growing demand for learning around the world. A quantitative description of the functioning of education systems allows for international comparisons and the identification of the strengths and weaknesses of various approaches to providing quality education. Chapter 1, "Country Profiles," surveys government priorities and recent trends in educational participation, attainment, policy design, enrollment, and funding indicators for Argentina, Brazil, Chile, China, Egypt, India, Indonesia, Jordan, Malaysia, Paraguay, Philippines, the Russian Federation, Sri Lanka, Thailand, Uruguay, and Zimbabwe. Chapter 2, "Managing the Growth of Educational Participation," explores patterns in data on school demand, participation, demographic changes, gender and income disparities, progression, completion, and school types. Chapter 3, "Mobilizing Resources and Encouraging Efficiency," looks beyond aggregate data to examine ways in which countries support particular types, or levels, of education, encourage student participation, provide capital investments, and achieve educational improvements as measured by teachers' salaries, qualifications, yearly instructional hours, and student-teacher ratios. Annex A1 provides notes pertaining to coverage and the main sources of data. Annex A2 organizes definitions and notes important for understanding of indicators. Annex A3 provides cross-references between data tables and notes. Annex A4 provides the full set of data. Annex A5 documents allocation of national educational programs, according to the International Standard Classification of Education criteria. (TEJ)

ED 450 453   EA 030 843

Holcomb, Edie L.
Asking the Right Questions: Techniques for Collaboration and School Change. 2nd Edition.
PUB DATE- 00
NOTE- 192p.; For first edition, see ED 397 506.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; *Educational Planning; Educational Policy; Elementary Secondary Education; *Participative Decision Making; *Policy Analysis; Program Evaluation; School Community Relationship; *School Effectiveness; School Restructuring; *Strategic Planning
IDENTIFIERS- Seattle Public Schools WA; Thornton High School

This work provides school change leaders with tools, techniques, tips, examples, illustrations, and stories about promoting school change. Tools provided include histograms, surveys, run charts, weighted voting, force-field analysis, decision matrices, and many others. Chapter 1, "Introduction," applies a matrix for asking questions about change in four typical scenarios. Chapter 2, "Asking the Right Questions," presents available resources. The dean demanded changes in content and scheduling to better meet the students' needs. Limited positive results arising from the problem-based learning program included such areas as feedback, collaborative networks, leadership teams, two-way bilingual education, action research, readings, portfolios, journal keeping, mental health, classroom structure, and curriculum, content, university relations, public relations, program approval, and conference presentations. Future experimentation and discussion should address problems that merit attention and that build on the established successes of the program. (Contains 14 references.) (TEJ)

ED 450 469 EA 030 890

Estes, Dwain M.
Issues in Problem-Based Learning.
PUB DATE- 99
NOTE- 5p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Jackson Hole, WY, August 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Administrator Education; *Cooperative Learning; Critical Thinking; *Curriculum Development; *Curriculum Evaluation; Educational Innovation; Educational Research; Elementary Secondary Education; Higher Education; Learning Strategies; Management Development; Medical Schools; *Problem Based Learning; Teacher Role
IDENTIFIERS- National Council of Professors Educ Administration

Problem-based learning in educational administration preparation programs is increasingly the focus of university departments, professors, presenters at symposia, and the literature in the field. This increasing attention, while appropriate, creates the need for additional reflection before organizations move ahead with problem-based learning programs. Important issues to consider include determining what content to cover, whether all required content is covered, and how the question of expertise is addressed. Problem-based learning typically stresses the importance of integrating "knowing" and "knowing how," and does not prejudge relevant content. This approach raises concerns among members of governing boards and faculties about whether problem-based learning programs ensure coverage of the appropriate content. Program implementation requires that the faculty learn about problem-based curricula, a key cadre of enthusiasts be developed, the dean's support is offered, and students understand the uncertainties that may arise. In problem-based programs, the nature of the teacher-student relationship changes, with teachers working more as facilitators and provider of resources than purveyors of knowledge. Student assessment and program evaluation are extremely important and require a review of objectives to ascertain desired outcomes. Educators at McMaster University in Canada developed objectives for problem-based learning, including making students active partners, increasing the perceived relevance of content, focusing on conceptual understanding instead of rote memorization, and scheduling less time in the curriculum. (TEJ)

ED 450 470 EA 030 891

methods-empirical phenomenology, grounded theory, and case-study. The thesis is based on four Swedish studies. The first study describes parental experiences and opinions regarding neonatal hearing screening. The second study describes parental reactions to late confirmation of a congenital hearing impairment. In the third study, the parents' experiences in early and late confirmation are compared. The fourth study focuses the importance of early or late confirmation of a congenital hearing impairment for linguistic and social development. Results indicate early detection of a congenital hearing impairment facilitates understanding of the child's needs and promotes better interaction within the family. Parents clearly preferred early knowledge of whether their child had a hearing impairment or not. A late detection was associated with much uncertainty, anxiety, and frustration. Results also show the importance of early sign language acquisition for infants with a profound congenital hearing impairment, not only for language development, but also for social development. (Contains 108 references.) (CR)

ED 450 491   EC 308 245

Gustafson, Stefan
Varieties of Reading Disability: Phonological and Orthographic Word Decoding Deficits and Implications for Interventions. Studies from the Swedish Institute for Disability Research, No. 1.
SPONS. AGENCY- Swedish Council for Social Science Research, Stockholm.
PUB DATE- 00
NOTE- 164p.; This thesis is also supported by a grant from The Municipality of Norrkoping.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Children; *Decoding (Reading); *Dyslexia; Foreign Countries; Learning Disabilities; Phoneme Grapheme Correspondence; *Phonics; *Reading Difficulties; Reading Improvement; *Reading Instruction; *Reading Skills; Student Characteristics; Young Children

This thesis examined variations in the word decoding skills of children with reading disabilities. These variations were related to possible cognitive, developmental, and environmental causes of reading disability. Possible implications for educational interventions were also analyzed in the five studies. The thesis critically examines the inclusion of the concept of intelligence in the definition of developmental dyslexia. It is suggested that variations in word decoding skills should offer a more solid basis for a study of varieties of reading disability. The empirical studies showed that: (1) in young children there was a shift from phonological to orthographic word decoding; (2) phonological type children (weak in phonological decoding) were characterized by specific phonological deficits; (3) surface type children (weak in orthographic decoding) showed more global cognitive deficits suggesting a general developmental delay; (4) surface type children showed impaired visual implicit memory for words, which might be associated with limited print exposure; (5) an improvement in phonological awareness only transferred to an improved text reading ability for some children with reading disabilities; and (6) children who did not benefit from a phonological intervention seemed to rely on orthographic word decoding in text reading. (Each of the five studies contain of parents, particularly underserved parents and parents of children who may be inappropriately identified, and to assist parents in understanding the effective use of procedural safeguards under the IDEA. The 207 projects are grouped by funding competition and include information on grant number, title, project director, beginning and ending dates, and contact information. Four indexes are provided: a project director index, an organization index, a state index, and a subject index. (CR)

ED 450 510   EC 308 267

Orkwis, Raymond; DeCarme, Judi; Glover, Jeanne
Technology and Media Services. Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Act, Fiscal Year 2000.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 102p.; See ED 437 794 for earlier version.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Captions; Cultural Enrichment; *Disabilities; Early Intervention; *Educational Media; *Educational Technology; Elementary Secondary Education; Federal Aid; Federal Legislation; Federal Programs; Grants; Instructional Materials; Postsecondary Education; Preschool Education; Program Descriptions; Research and Development; *Special Education; State Programs; Technological Advancement; Television; Theory Practice Relationship; Videotape Recordings
IDENTIFIERS- Amendments; Individuals with Disabilities Educ Act Amend 1997; *Office of Special Education Programs

This 5-volume directory describes more than 1,000 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act Amendments (1997), Part D. This volume, the fourth of the directory, describes projects concerned with technology and media services. These projects are intended to (1) support educational media activities designed to be of educational value to children with disabilities; (2) provide video descriptions, open captioning, or closed captioning of television programs, videos, or educational materials; (3) distribute captioned and described videos or educational materials; (4) provide free educational materials, including textbooks, in accessible media for visually impaired and print-disabled students in elementary, secondary, postsecondary, and graduate schools; and (5) provide cultural experiences through appropriate nonprofit organizations, such as the National Theater of the Deaf. The 148 projects are grouped by funding competitions and include grant number, title, project director, beginning and ending dates, and contact information. An abstract usually describes the project's purpose, proposed method, and proposed products. Four indexes are provided: a project director index, an organization index, a state index, and a subject index. (CR)

ED 450 511   EC 308 268

focuses specifically on the efforts of the U.S. Equal Employment Opportunities Commission (EEOC) to enforce Title I of the Americans with Disabilities Act, which prohibits discrimination based on disability in employment. The report evaluates and analyzes EEOC's regulations and policies clarifying the language of the statute; processing of charges of discrimination based on disability; litigation activities under Title I of the Americans with Disabilities Act; and outreach, education, and technical assistance efforts related to the Act. The Commission finds that EEOC has developed a highly credible implementation and enforcement program for the Americans with Disabilities Act and that implementing the Act has been a major focus of the agency since the law was passed. EEOC has accomplished this while simultaneously taking a number of creative and innovative steps to attempt to deal with an overwhelming workload and insufficient resources. However, the Commission also found that EEOC is not fully responsive to the concerns and priories of its stakeholders. To ensure that all stakeholders have a voice in EEOC's policy development, the Commission recommends that the formal mechanism be instituted to obtain input from interested parties. (Contains over 800 references.) (CR)

ED 450 530 EC 308 288

Early Identification and Intervention for the Spectrum of Autism.
PUB DATE- 00
NOTE- 23p.; Developed by the Colorado Autism Task Force.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autism; Check Lists; *Early Identification; *Early Intervention; Educational Strategies; *Eligibility; Individualized Family Service Plans; Infants; Preschool Children; Preschool Education; Special Education; *Student Characteristics; *Symptoms (Individual Disorders)
IDENTIFIERS- Colorado

This handbook provides information on autism to enable Colorado parents and educators to recognize early symptoms in young children and to provide for early intervention. Sections of the booklet address: (1) the importance of early intervention; (2) early indicators for screening children ages birth through 60 months, including difficulties in sensory-motor skills, speech-language skills, and social skills; (3) screening for the very young; (4) the identification process; (5) characteristics of autism disorder; (6) the federal definition of autism; (7) Colorado eligibility criteria for autism; (8) the educational process for identification and individual program planning; (9) elements of effective programs; (10) common misconceptions about autism; (11) facts about autism; (12) guidelines for evaluating treatments for autism; (13) questions for parents to ask regarding specific treatment; (14) components of evaluation for autism; and (15) competencies of Colorado Regional Autism Specialists. (CR)

ED 450 531 EC 308 289

Colorado Resource Guide for Autism Spectrum Disorders.
PUB DATE- 00
NOTE- 17p.; Developed by the Colorado Autism Task Force.
LANGUAGE- English

concerning the cleanup of potentially contaminated vacant or underutilized property for use as future school sites in low-income and minority communities. Various proposals are offered that would allow the state, where necessary, to facilitate the cleanup of these "brownfields" to create safe schools and meet the demand for classroom space in underprivileged areas. Testimony covers the need to remediate brownfields for school sites in urban areas; the current process for evaluating environmental conditions and conducting cleanup; and the current funding mechanisms. The final section provides a roundtable discussion on how to make the process work better. (GR)

ED 450 550 EF 005 855

New Hampshire Public Schools Facilities Adequacy and Condition Study Report.
SPONS. AGENCY- New Hampshire State Dept. of Education, Concord.
PUB DATE- 00
NOTE- 49p.; By the H. L. Turner Group, Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Public Schools; *Surveys
IDENTIFIERS- *Building Evaluation; *New Hampshire

This report presents New Hampshire survey data, methodology, and the survey instrument used to measure a school's physical quality and educational effectiveness. The survey instrument collects data in the following categories: school site; building; building systems; building maintenance; building safety and security; space adequacy; and building environment for learning. Questions addressed in each category are included. Survey results from 391 New Hampshire schools are included along with a sample survey. The response of the New Hampshire State Board of Education to the report is also included. (GR)

ED 450 551 EF 005 857

Lundt, John C.; Matt, John
Building Middle Schools on a Budget.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Construction Management; *Middle Schools; *School Construction; *School District Spending
IDENTIFIERS- *Cost Containment; Montana

This report describes the history of St. Ignatius, a small school district in western Montana, and reveals how it defied conventional wisdom that school construction was a stress-filled and expensive experience by building and then expanding their middle school under budget and with greater control. Use of a project manager who would serve as a district employee along with a district team made up of the superintendent, maintenance staff, and trustees to control each phase of the project is described. (GR)

ED 450 552 EF 005 858

Bomier, Bruce

Modeles de rendement langagier--Francais langue premiere: 8e annee (Models of Linguistic Production--French as a Native Language: 8th Grade).
PUB DATE- 00
NOTE- 101p.
LANGUAGE- French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Evaluation Criteria; Foreign Countries; *French; Grade 8; Junior High Schools; *Lesson Plans; Listening Comprehension; *Native Language Instruction; Oral Language; Reading Comprehension; Student Evaluation; Writing Skills
IDENTIFIERS- *Alberta

Aligned with its 1998 standards for first- and second-language learning, Alberta Learning has published lesson plans that aim for a closer relationship between learning and evaluation. Each volume in this series presents a specific task for students that involves planning, carrying out and evaluating their work. The task for eighth grade students who are native speakers of French is to compose a text presenting the problem of violence among today's youth. The guidebook has four parts: a Teacher's Guide, Student Materials, Examples of Student Work, and Pedagogic Notes. The Teacher's Guide introduces the objectives for the project in terms of the research and writing process and the content of the lesson, specific guidelines for introducing and directing the writing process, and grading criteria. The Student Materials include directions for the project as well as pages for note-taking, organization, revision, and evaluation. The third section presents examples of students' notes and essays followed by an evaluation of the writing sample and the grade it would receive. Finally, the Pedagogic Notes include goals and principles for the teacher to keep in mind throughout the project, notes on the levels of linguistic production and sophistication of ideas that students should achieve at the intended grade level, and an analysis of the thinking, writing, revising and evaluation process from the Examples of Student Work. (JSS)

ED 450 574 FL 026 508

Modeles de rendement langagier--Francais langue premiere: 9e annee (Models of Linguistic Production--French as a Native Language: 9th Grade).
PUB DATE- 00
NOTE- 137p.
LANGUAGE- French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Evaluation Criteria; Foreign Countries; *French; Grade 9; *Lesson Plans; Listening Comprehension; *Native Language Instruction; Oral Language; Reading Comprehension; Student Evaluation; Videotape Recordings; Writing Skills
IDENTIFIERS- *Alberta

Aligned with its 1998 standards for first and second language learning, Alberta Learning has published lesson plans that aim for a closer relationship between learning and evaluation. Each volume in this series presents a specific task for students that involves planning, carrying out and evaluating their work. The task for ninth grade students who are native speakers of

Encounters" (Almut Josepha Koester); "Looking At Changes From the Learners Point of View: An Analysis of Group Interaction Patterns in Cross Cultural Settings" (Tan Bee Tin). (KFT)

ED 450 595 FL 026 612

Menken, Kate
What Are the Critical Issues in Wide-Scale Assessment of English Language Learners?
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.; Edited by Patricia Anne DiCerbo.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); *Evaluation Methods; Federal Legislation; Federal Regulation; Limited English Speaking; *National Standards; Second Language Instruction; Second Language Learning; *Student Evaluation; Test Validity
IDENTIFIERS- Goals 2000

The standards-based education reform movement has serious implications for students who are English language learners (ELLs), particularly with regard to wide scale assessment. Standards-based reform has been promoted nationwide through two federal initiatives--the Goals 2000: Educate America Act and Title I of the 1965 Elementary and Secondary Education Act (ESEA). The 1994 reauthorization of ESEA (Improving America's Schools Act) requires states to apply standards and assessments to all students, including ELLs by the 2000-2001 school year. This issue brief addresses the critical issues in wide-scale assessment of ELLs. Also discussed are testing accommodations and modifications for ELLs, instrument validity and reliability, the alignment of assessment to standards, curriculum, and instruction, and the next steps in wide-scale assessment of ELLs. It is concluded that while the inclusion of ELLs in wide-scale assessment could be beneficial, it is unclear that the immediate inclusion of this population of students is appropriate given the testing tools currently being implemented and the high stakes for participation. 15 references are included. (KFT)

ED 450 596 FL 026 615

Boufoy-Bastick, Beatrice
Constructivist Pedagogy for Authentically Activating Oral Skills in the Foreign Language Classroom.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Foreign Language Forum (Cave Hill, Barbados, April 23-25, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behaviorism; *Cognitive Development; Cognitive Structures; Communicative Competence (Languages); *Constructivism (Learning); Elementary Secondary Education; French; Learner Controlled Instruction; *Oral Language; *Second Language Instruction; Second Language Learning; *Teaching Methods

This paper explains how oral competence in foreign languages is developed by applying constructivist pedagogic methodology to the four language skills of speaking, listening, reading, and institutions that had the most success in increasing the numbers of minority faculty members the commitment of the president was recognized throughout the layers of administration. At other campuses, the commitment of the president to increasing faculty diversity was not recognized or mentioned in interviews. Another overriding impression was the sense of isolation and fatigue felt by minority graduate students at many of these institutions. Recommendations center on increased recruiting efforts with the cooperation of foundations and professional associations. Appendixes contain a list of study contact people and a list of the number of Ford fellows employed at the institutions participating in the study. (SLD)

ED 450 620   HE 033 792

Understanding College & University Endowments. Brief Answers to Questions Frequently Asked by Students, Faculty, Alumni, Trustees, Journalists, Public Officials, and Others Interested in the Financial Circumstances of American Colleges and Universities.
PUB DATE- 00
NOTE- 19p.; "This report has been produced with a generous grant from TIAA-CREF."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Donors; *Educational Finance; *Endowment Funds; *Higher Education; *Investment; *School Funds

An endowment in an aggregation of assets invested by a college or university to support its educational mission in perpetuity. The endowment allows donors to transfer their private dollars to public purposes with the assurance that their gifts will serve these purposes as long as the institution continues to exist. This brochure contains frequently asked questions and answers about endowments. The sections describe: (1) what an endowment is; (2) who has endowments and in what amounts; (3) how an endowment is created; (4) how institutions with endowments balance the present and the future; (5) how endowments are invested; (6) how endowments are managed; (7) how endowments are used; (8) questions and answers; and (9) an endowment fact sheet. (SLD)

ED 450 621   HE 033 793

Eckel, Peter; Green, Madeleine; Hill, Barbara; Mallon, William
On Change III: Taking Charge of Change: A Primer for Colleges and Universities. An Occasional Paper Series of the ACE Project on Leadership and Institutional Transformation.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Colleges; *Educational Change; *Higher Education; *Institutional Characteristics; Models; Resources; School Culture

This resource book reflects the assumptions, structure, and insights of the American Council on Education's Project on

Students: Welfare and Safety"; (4) "Providing Guidance and Clear Information about Course and Examination Requirements"; (5) "Failing Examinations"; (6) "Keeping the Rules"; (7) "The Staff-Student Boundary"; (8) "Complaints"; (9) "Getting Help"; (10) "Remedies"; and (11) "The Student Whistleblower and the University's Response to Criticism." A conclusion summarizes the discussion. An appendix contains a student action checklist and information for further reading. (Contains 33 references.) (SLD)

ED 450 643 HE 033 818

Schwartz, Peter, Ed.; Mennin, Stewart, Ed.; Webb, Graham, Ed.
Problem-Based Learning: Case Studies, Experience and Practice. Case Studies of Teaching in Higher Education.
PUB DATE- 01
NOTE- 182p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Case Method (Teaching Technique); Case Studies; *College Students; Higher Education; *Instructional Effectiveness; Political Influences; *Problem Based Learning; Teacher Role

The case studies in this book consider many of the most important issues perceived and experienced by people who are using or developing problem-based learning (PBL). The book focuses on politics, administration, resources, the roles of teachers, and the effects of PBL on students. The chapters are: (1) "Come and See the Real Thing" (David Prideaux, Bren Gannon, Elizabeth Farmer, Sue Runciman, and Isobel Rolfe); (2) "No Money Where Your Mouth Is" (Nina Felice Schor); (3) "Into the Lion's Den" (Amy Blue); (4) "Lost in the Melee" (D. Christopher Clark); (5) "But What If They Leave with Misinformation?" (Gwendie Camp); (6) "Mixed Models and Mixed Messages" (Marilyn S. Lantz and John F. Chaves); (7) "Overcoming Obstacles" (Ann Sefton); (8) "Forward from the Retreat" (Peter Schwarz); (9) "Too Little, Too Late?" (Carol-Ann Courneya); (10) "Not More PBL" (Elizabeth Farmer); (11) "Why Do They Ignore It?" (Marlene Linberg and Gordon Greene); (12) "Redesigning PBL: Resolving the Integration Problem" (Barry Maitland and Rob Cowdroy); (13) "Why Does the Department Have Professors If They Don't Teach?" (Barbara Miflin and David Price); (14) "Faculty Development Workshops: A 'Challenge' of Problem-Based Learning?" (Deborah E. Allen, Barbara J, Duch, and Susan E. Groh); (15) "The Students Did That?" (David Taylor); (16) "Mature Students?" (Emyr W. Benbow and Ray F.T. McMahon); (17) "To Admit or Not To Admit? That Is the Question..." (Chuck Shuler and Alan Fincham); (18) "Why Aren't They Working? (Diana Dolans, Ineke Wolfhagen, and Cees van der Vleuten); (19) "I Don't Want To Be a Groupie" (David M. Kaufman and Karen V Mann); (20) "Reflecting on Assessment" (Jan Lovie-Kitchin); (21) "Assessable Damage" (Alex Forrest and Laurie Walsh); and (22) "They Just Don't Pull Their Weight" (Don Woods). Each chapter contains references. (SLD)

ED 450 644 HE 033 819

Nicholls, Gill
Professional Development in Higher Education. New Dimensions & Directions.
PUB DATE- 01
NOTE- 150p.; Published by Kogan Page Limited.
LANGUAGE- English

considered in predicting its future. (Contains 11 tables, 3 figures, and 3 references.) (SLD)

ED 450 666 HE 033 842

Report to the Governor and General Assembly on Underrepresented Groups in Illinois Higher Education.
PUB DATE- 01
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Black Students; Educational Policy; Educational Trends; *Enrollment; *Equal Education; *Higher Education; *Minority Groups; Racial Differences; Sex Differences; Student Participation; Tables (Data)
IDENTIFIERS- *Illinois

This annual report presents information on minority, female, and disabled students and staff in Illinois higher education. It seeks to explain and track recent changes in representation among these groups and highlights statewide and institutional efforts to improve representation. The report contains these sections: (1) enrollment and degree trends; (2) the decade of the 1990s, a look at student participation in select programs and faculty and staff representation; (3) student transfer centers; (4) focus topics; (5) initiative to improve representation; and (6) policy considerations. In Illinois higher education, total black undergraduate and graduate/professional enrollment increased by 0.7% during the past year. Black and Hispanic representation in full-time faculty positions remains low, but female representation has increased in faculty, executive, administrative, and other professional staff categories. The focus topics for this report were workforce experiences and opportunities and campus climate. The report notes that the type of opportunities provided for students varies with institutional mission, programs, and the size and characteristics of the underrepresented groups in an institution's population. The report also describes a variety of methods used to meet the cultural, social, recreational, and curricular needs of students. Campus initiatives to improve representation are described for minority students, female students, students with disabilities, and underrepresented faculty and staff. The report also supports the conclusions of the Access and Diversity Committee that polices should be strengthened to improve participation rates of Black and Hispanic students in high demand workforce areas. (Contains 26 tables.) (SLD)

ED 450 667 HE 033 843

Statewide Master Plan for Tennessee Higher Education, 2000-2005.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Planning; Educational Attainment; Educational Improvement; *Educational Objectives; *Higher Education; *Public Colleges
IDENTIFIERS- *Tennessee

This document contains the 2000-2005 statewide master plan for public higher education in Tennessee developed from a review of

Presents a manual for effectively imbedding information literacy skills across all grade levels and subject areas. At the book's core is the Skills Framework, a 33 page listing of all the skills needed for addressing information needs using the Internet as the main information source. For any teacher the Framework serves as a set of instructions for the teaching of information processing skills. The proper use of the Framework for lesson planning is prompted by the use of NetSavvy's complete set of Teacher Tools and Student Tools. NetSavvy is also built around a core process called "the 5As process of information literacy." Although most useful in project-based learning, this 5 stage process can be used to address any information need: Stage 1: Asking (key questions to be answered) Stage 2: Accessing (relevant data) Stage 3: Analyzing (the acquired data) Stage 4: Applying (the data to the task) Stage 5: Assessing (both the result and the process) This logical and useful 5 stage process forms the basis of the Skills Framework itself as well as all the NetSavvy Tools. Within each of the 5 stages, the NetSavvy Tools assist teachers and students in checking for necessary prerequisites, in considering a broad range of possible information literacy methods and types of equipment, and in planning assessment techniques that measure process and content. The book is divided in four parts: Part 1: "The Internet, InfoWhelm, and InfoSavvy" consist of three chapters: Chapter 1 considers the emergence of the Internet and its impact on society and education; Chapter 2 discusses information overload and its subsequent dysfunctions and proposes a solution; Chapter 3: the 5As of information literacy are presented, and InfoSavvy and NetSavvy are defined. Part 2: "Setting Up the NetSavvy Classroom" is made up of chapters 4-9 that present tools for teachers and students designed for and aligned to work with an organized list of information-processing skills for the Internet-the NetSavvy Skills Framework. Chapter 4 introduces the Ten-Minute Lesson Planner, which offers a quick and efficient way of creating NetSavvy lesson plans using the 5As approach to help integrate information literacy skills into any content area of the curriculum. Chapters 5-9 present lesson planners for each stage of the 5As NetSavvy process, and student tools that articulate with each of the 5 lesson planners. Part 3: "The NetSavvy Skills Framework" covers the complete framework. Part 4: "Overcoming Educational Obstacles and Assumptions" consists of Chapters 10-14 presenting five commonly held assumptions about education. Appendixes contain reproducible blank versions of all the NetSavvy teacher and student tools. Includes a reading list. (AEF)

ED 450 686   IR 020 304

McKenzie, Jamie
Beyond Technology: Questioning, Research and the Information
  Literate School.
PUB DATE- 00
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position
  Papers/Essays (120)
DESCRIPTORS- Educational Development; Elementary Secondary
  Education; *Information Literacy; Information Seeking;
  Information Technology; Literacy; *Student Research
IDENTIFIERS- *Questions

This collection of previously published essays and articles by the author outlines an approach to school research that is

NOTE- 19p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Educational Practices; *Educational Technology; Instructional Innovation; Instructional Materials; Student Developed Materials; Teaching Methods; World Wide Web
IDENTIFIERS- *Web Based Instruction

This paper deconstructs Web-based techniques that the authors have researched and developed over several years, and demonstrates how each component can be used as a model for specific strategies in the classroom and services and products that faculty can use and apply. A variety of Internet and Web technologies are shown as they apply to the teaching of a statistics course and a fine arts course, both classes using a project-based or constructionist teaching strategy. This coupling of the arts and statistics reveals how the same basic approach can be used in seemingly disparate settings to achieve instructional goals that are supported by many years of pedagogical research. Various technologies are used to stimulate students to create authentic finished work, publish their work on the Web, and develop real-world problem-solving skills. Technologies and teaching strategies are discussed and deconstructed to reveal the characteristics of instructional technology services and products that faculty want. Examples of computer screens (showing home pages, quiz, evaluation rubric, grade report, and lecture archive) are shown in six figures. Two tables present an inventory of technology techniques and results from the survey of faculty needs and attitudes for instructional technology. (Author/AEF)

ED 450 706 IR 020 587

McMullen, Barbara E.; Masullo, Miriam J.; Postlethwaite, Bonnie
Digital Libraries: Potential and Risks.
PUB DATE- 99
NOTE- 8p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Computer Uses in Education; Curriculum Development; Digital Computers; Educational Technology; *Electronic Libraries; Higher Education; Information Technology; *Library Development; Program Development

The mission of Tufts University Academic Technology (AT Tufts) is to establish a unified technological infrastructure, facilitate appropriate technologies, and provide an atmosphere of support and flexibility for schools, faculty, and students as they incorporate technology into the curriculum for teaching, learning, and research. Tufts University Library Technology Services (ULTS) provides the technological infrastructure, planning and support for library technologies at the University. The Tufts Smart Digital Library is a vehicle for managing knowledge and information in digital format that allows for interactive user interfaces and supports teaching,

*Prestige; Secondary Education; Social Background; Student Attitudes; Student Characteristics; *Student Organizations; *Student Participation
IDENTIFIERS- *Future Farmers of America; North Carolina

A study investigated whether Future Farmers of America (FFA) members and non-members differed in their perception of the overall image of FFA and whether their perceptions were influenced by social and demographic characteristics. A questionnaire was administered to 404 first-year students enrolled in the Agriscience Applications course in 27 high schools in North Carolina. Participants responded by indicating the strength of their agreement or disagreement with 18 statements regarding FFA's image. Statistical analyses included the Pearson Product Moment Correlation and descriptive statistics. Findings indicated FFA members reported higher mean scores for every image item; both members and non-members agreed FFA is not just for those students who wish to become farmers; a student's decision to join or not join FFA was influenced by his/her perception of FFA's image in his/her school; a student's gender, ethnicity, enrollment choice, prior enrollment in an agriculture class, block scheduling, grade level, and extracurricular activities did not influence perception of FFA's image; students tended to join and participate in FFA when they believed it was able to meet a student's need for a sense of belonging; and social aspects of FFA were motivating factors in the desire to be members. The researchers concluded that FFA may need to work toward providing more sophisticated methods of instilling that sense of belonging and comradeship that FFA has enjoyed in its long history. (Contains 13 references.) (YLB)

ED 450 218 CE 081 329

Croom, Barry; Flowers, James L.
Factors Influencing a Student's Perception of the Programs and Services Offered by a Career and Technical Education Student Organization.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Conference of the Association for Career and Technical Education/International Vocational Education and Training Association (74th, San Diego, CA, December 7-10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Demography; Educational Research; Influences; *Peer Acceptance; *Peer Relationship; Racial Differences; Secondary Education; Sex Differences; Social Background; Student Attitudes; Student Characteristics; *Student Organizations; *Student Participation
IDENTIFIERS- *Future Farmers of America; North Carolina

A study investigated whether Future Farmers of America (FFA) members and non-members differed in their perception of FFA programs and services and whether their perceptions were influenced by gender and ethnicity, enrollment choice, prior enrollment in an agricultural class, block scheduling, grade level, and extracurricular activities. A questionnaire was administered to 404 first-year students enrolled in the Agriscience Applications course in 27 high schools in North Carolina. Participants responded by indicating the strength of their agreement or disagreement with 18 statements regarding FFA's programs and services. Statistical analyses included the Pearson Product Moment Correlation and multivariate analysis.

in training on the use of computers and electronic communications during the previous 12 months, but few reported using electronic resources; (5) in most states, extension professionals are very knowledgeable of principles of positive development, risk and resilience factors, and programming for at-risk families; (6) extension professionals are being recognized as critical resources in education for children, youth, family, and community issues; (7) Cooperative Extension is fairly active in incorporating diversity; and (8) in all states, at least half the respondents agreed that collaboration with other agencies enhances their experience and credibility and is worth the effort. (Appendixes include information on survey quality and 37 references.) (YLB)

ED 450 236   CE 081 373

Bibby, Elizabeth; Jones, Andy; Marsland, Phil
Working for Skills. Final Report.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 00
NOTE- 78p.; Cover page reads: "Working for Skills: Project Report."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Colleges; Developed Nations; Diffusion (Communication); Education Work Relationship; Educational Certificates; Employer Attitudes; *Employment Potential; Foreign Countries; Full Time Students; Higher Education; Information Dissemination; Job Skills; Models; *Part Time Employment; Publicity; School Business Relationship; *Student Certification; Student Employment; *Undergraduate Students; *Work Experience Programs
IDENTIFIERS- United Kingdom

A project aimed to use United Kingdom full-time undergraduate student work experience as the vehicle for development of the students' skills to improve their subsequent employability upon graduation. It took an employer-led approach to develop a model transferable to other employers and higher education (HE) institutions. Arrangements were made for employer staff to mentor students at work. Challenges and issues during implementation were employer recruitment cycles at odds with students' availability to work; students' belief that structured work experience was not valuable for them; students' motivation to earn, not acquire, skills; and inability to embed work-based learning in curricula. Project outputs included a range of learning materials for both students and mentors in the workplace, a series of reports, and dissemination and publicity materials. The model was easily transferable to other institutions and situations. Key achievements were the branding of skills development at Leeds Metropolitan University; creating a student "client culture"; developing dissemination networks and systems; identifying the right time to raise skills development issues with students; and development of a new form of recognition for part-time work experience. (Appendixes include participant lists; sample forms; analysis of student registrations; tips for work experience initiatives; and descriptions of eight projects in the work experience theme.) (YLB)

ED 450 237   CE 081 384

Finn, Peter

career systems; (2) marketing school-to-career systems to diverse audiences; and (3) efforts and plans for sustaining high quality school-to-work principles and elements after the School-to-Work Opportunities Act expires in 2001. Conference participants also visited urban partnership sites in the Cincinnati area. The report includes five appendixes, including a state-urban initiative technical assistance model, information about the open space meeting process, a bibliography listing 17 conference materials, and a list of conference participants. (KC)

ED 450 254   CE 081 403

State Workforce Policy Initiative.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Case Studies; Colleges; Community Colleges; Cooperative Planning; Dropouts; Economic Climate; Economically Disadvantaged; *Education Work Relationship; Educational Cooperation; Educational Needs; Educational Policy; Educational Trends; Employment Level; Employment Patterns; Federal Legislation; High School Graduates; Job Training; *Labor Force Development; Labor Turnover; Needs Assessment; *Partnerships in Education; Position Papers; Postsecondary Education; Private Sector; Program Development; Program Effectiveness; *Public Policy; Public Sector; Salary Wage Differentials; School Business Relationship; Secondary Education;
IDENTIFIERS- Aid to Families with Dependent Children; Colorado; Florida; Oklahoma; Oregon; Temporary Assistance for Needy Families; Washington; Welfare to Work Programs

Surging demand for workers, growing income inequality, and passage of welfare reforms have made work force development one of the United States' key national concerns. Public/Private Ventures has been working with various states to design work force development strategies that seek to address the concerns of many work force development specialists who believe that, on its own, the "work first" approach to work force development is unlikely to further reduce individuals' reliance on public assistance and to solve businesses' problem of finding enough qualified workers. The strategies, which have been deemed the State Workforce Policy Initiative, focus on the following key program elements: enabling workers to gain the skills needed to support themselves and their families; engaging employers in designing and implementing programs; and developing effective ways to provide employment retention assistance to workers as they move from welfare into the labor force. (Approximately two-thirds of this document is devoted to profiles of efforts to implement the initiative in Colorado, Florida, Oklahoma, Oregon, and Washington. Each profile contains the following components: an overview of the state's economic and labor market context; a description of efforts to implement the initiative; and implications of the state's efforts.) (MM)

ED 450 255   CE 081 407

Sticht, Thomas G.
Testing and Accountability in Adult Literacy Education: Focus on

better serve youth during implementation of the Workforce Investment Act (WIA) and formation of the new youth councils. The following are among the topics discussed: (1) the WIA's youth provisions (roles and responsibilities of youth councils; youth council membership requirements; activities and services; performance indicators; services for out-of-school youth; services for youth aged 18-21); (2) issues of mutual concern in the School-to-Work Opportunities Act (STWOA) and WIA youth provisions; (3) key issues for WIA youth implementation and potential support from the STWOA (defining youth-oriented work; building collaboration between youth councils and schools to improve the performance of WIA-eligible students; building year-round programs providing school year and summer activities; engaging employers and organized labor); (4) challenges to collaboration; and (5) early experiences connecting WIA youth and STW activities in selected sites (Sonoma County, California; Philadelphia, Pennsylvania; Brockton, Massachusetts; Manatee County, Florida; Waco, Texas). A 1999 memo titled "Guidance Regarding the Non-duplication Provision in the Workforce Investment Act" is appended, along with a core indicators crosswalk for selected provisions of pertinent federal legislation. (MN)

ED 450 271 CE 081 428

Zirkle, Chris
Conducting a University Career and Technical Education Degree Program through Multiple Technology Delivery Formats: A Working Model.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Conference of the Association for Career and Technical Education/International Vocational Education and Training Association (74th, San Diego, CA, December 7-10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Computer Uses in Education; *Delivery Systems; *Distance Education; Educational Technology; Faculty Development; Higher Education; *Inservice Teacher Education; Internet; Program Implementation; Teacher Attitudes; Teacher Student Relationship; *Teaching Methods; *Technology Education; Trade and Industrial Teachers
IDENTIFIERS- *Indiana State University; Satellite Uses in Education

The Department of Industrial Technology Education (ITE) at Indiana State University offers approximately 20 courses per semester, split equally between undergraduate and graduate courses. Although all classes are offered on campus, almost half of the ITE courses are also taught using these three alternative simultaneous delivery methods: (1) for students at remote sites who can integrate live courses into their work schedules, a satellite system is available; (2) for those who work irregular hours and cannot commit to scheduled classes, videotapes are an option; and (3) for those who need even more flexibility, an Internet-based instructional program is available for use at home at any hour of the day. The delivery options were instituted to help novice ITE teachers begin their careers, provide professional development to veteran teachers, increase class sizes, and meet the needs of nontraditional students. Concerns with the newer formats include interaction, higher expertise needed by faculty, assessment, and the extra emancipation. "Changing Attitudes to Ageing" examines age-related stereotypes and strategies for changing attitudes toward aging. "Education for Older People: The Moral Dimension" (Robert Elmore) argues that access to educational gerontology should become a public policy priority. "Critical Educational Gerontology and the Imperative to Empower" (Sandra Cusack) operationalizes the concept of empowerment in the areas of leadership training and mental fitness and identifies techniques to empower older learners. "Educational and Social Gerontology: Necessary Relationships" explores the relationship between education gerontology and social gerontology. "The Debate Continues: Integrating Educational Gerontology with Lifelong Learning" (Alexandra Withnall) considers issues in the debate surrounding the philosophical and emerging theoretical approaches to educating people who are beyond working age. "Teaching and Learning in Later Life: Considerations for the Future" makes a case for further development of the theoretical basis of educational provision for older adults. The bibliography contains 207 references. (MM)

ED 450 287   CE 081 490

Rogers, George E.
What Are the Key Factors That Lead Individuals To Enter Technology Education Doctoral Programs Focusing on Teacher Education?
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the International Technology Education Association (Atlanta, Georgia, March 23, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Degree Requirements; Delphi Technique; Distance Education; *Doctoral Programs; *Enrollment Influences; Graduate Study; Higher Education; Predictor Variables; *Student Educational Objectives; Teacher Attitudes; Teacher Education; *Teacher Educator Education; *Technology Education; *Vocational Education Teachers

A modified Delphi technique was used to identify the key factors that lead individuals to enter technology education doctoral programs focusing on teacher education. Two Delphi panels were established. The first consisted of 15 recent doctoral graduates with technology education degrees focusing on teacher education. The second panel consisted of 30 practicing technology education teachers who had master's degrees and were identified by their state vocational director as outstanding candidates for doctoral studies. The doctoral graduates' response rates for both Delphi rounds were 60.0%. The technology education teachers' respective response rates for the two rounds were 70.0% and 63.3%, respectively. The doctoral graduates rated their personal goals and desire as the top positive influence in enrolling in and completing a doctoral program in technology education. The technology education teachers also noted that their personal goals and desire would provide them the most positive influence for entering a doctoral program. Although no statistical analysis was completed on the second-round data, doctoral graduates' ratings of the importance of personal goals and desire were nearly twice as high as those of technology education teachers. It was recommended that universities with doctoral programs in technology education design flexible doctoral programs that include distance education and a reduction in time commitment. (Contains 10 references.) (MM) development of a spiritual practice within the field of drama therapy. It explores the nature of the self from a variety of psychological perspectives, and introduces the concept of an ontologically- and phenomenologically-experienced sense of "inner spaciousness" as a more expanded, spiritual perspective on the nature of self. A catalog of action-oriented practices created from this research is included, operationalized to the principles of the Diamond Approach R . A self-revelatory performance piece was created, performed, and videotaped to supplement this research. Appendixes provide a manuscript of the self-revelatory performance, the performance invitation and program, and a performance journal. (Contains 27 references.) (Author/MKA)

ED 450 307   CG 030 729

Longeway, K.; Johnson, S.; Garwood, M.; Davis, L.
Diagnosing Childhood Thought Disorder: Do Parent Checklists Yield False Positives?
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Clinical Diagnosis; Cultural Influences; Language Processing; Low Income Groups; Mental Health Clinics; *Misconceptions; *Parent Attitudes; *Psychopathology; Test Validity; Urban Youth
IDENTIFIERS- *Child Behavior Checklist; Misinterpretation

This study examined the validity of using the Child Behavior Checklist (CBCL) Thought Problem sub-scale with urban low-income children (N=46) referred to a hospital-based mental health clinic. It was hypothesized that cultural, linguistic, or socio-economic status (SES) factors may influence the manner in which parents understand and respond to items on the Thought Problem Scale. Preliminary analysis of CBCL data indicated that more than 33% of the children were in the clinical range for thought problems in contrast to less than 5% of the same sample who were diagnosed by a clinical psychiatrist or therapist. The CBCL items that appear sensitive to misinterpretation concern what constitutes strange behavior, whether or not a child continuously repeats things, and whether a child sees imaginary things. It appears that low SES parents many over-endorse these items. Parents are more often incorrect in their interpretation of critical items for thought problems. Caution must be taken when interpreting parent questionnaires from a sample of low SES parents, where the questions addressed may not be understood as intended. This consequence can lead to over-identification of serious psychopathology in these children. (JDM)

ED 450 308   CG 030 730

Porter, Dion; Donnell, Chandra; Buck, Tina; Edwards, Yolanda
Challenges and Concerns Faced by Doctoral Candidates Seeking Academic Positions.
PUB DATE- 01
NOTE- 10p.; Paper presented at the National Conference on Rehabilitation Education (Tucson, Arizona, February 23, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Masters Theses Concerning Invitational Theory and Practice.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; *Counseling; *Educational Practices; Elementary Secondary Education; Higher Education; *Learning Theories; *School Counseling; Special Needs Students
IDENTIFIERS- *Invitational Education; *Invitational Learning (Purkey)

This compilation of annotated bibliographies is dedicated to invitational theory and practice. The articles, written over the last several years, are divided into three sections: published research articles, dissertations, and master's theses. Following the article citation an abstract is included describing the purpose of the paper. The articles concern educational and guidance practices in all levels of education and point to the broad range of application of invitational theory. Some topics included are: invitational practices with scholastic achievement; application of invitational counseling to marriage and the family; promoting self-determination for people with disabilities; and developing teacher competencies in South Africa. (Author/JDM)

ED 450 330 CG 030 776

Abreu, Jose M.
Theory and Research on Stereotypes and Perceptual Bias: A Didactic Resource for Multicultural Counseling Trainers.
PUB DATE- 00
NOTE- 49p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Beliefs; Bias; Counselor Attitudes; *Counselor Educators; Counselor Training; *Cross Cultural Training; *Cultural Pluralism; *Ethnic Stereotypes; Experiential Learning; Higher Education; Minority Groups; Perception

Theories and selected research on stereotyping and cognitive automaticity are presented as a resource base for multicultural counselor educators. Three multicultural competencies are identified: (1) personal beliefs/attitudes; (2) cultural knowledge; and (3) multicultural skills. The objective is to make self-awareness of covert prejudicial attitudes and beliefs easier to acknowledge by establishing that perceptual biases involving racial categories are normative and apply to almost everyone. Multicultural trainers can use existing scientific evidence indicating that perceptual processes that take place outside of conscious awareness give rise to biased perceptions involving racial or ethnic categories. A brief experiential component is presented that specifies a series of exercises designed to elicit awareness of biases in personal attitudes and beliefs toward culturally diverse groups. The training approach may be of special interest to multicultural counseling instructors looking for a way to address the needs of students who become defensive or resistant to course material. (Contains 1 figure and 103 references.) (JDM)

ED 450 331 CG 030 777

This paper reports on a research process that evolved as the researchers considered a study they conducted with kindergarten children, in which the process problematized the research construct of participant/observer. The paper is informed by poststructuralist theory as the participant/observers are observed. According to the paper, a poststructuralist reading of the work demands a critical stance of the researchers' thinking as researchers acknowledging that the research is constituted as much by the researcher's positionality as the research participants. The paper states that there is a double focus to the analysis: first, discussion centers on the experience of the kindergartners; and second, the focus changes to the teacher/researcher. It aims to present an analysis of the shifting multiple discursive practices evident in the classroom during a series of drama lessons. The paper's research study involved investigating if drama work could support the students in developing a critical response to some picture books, that is, if they could consider the literary texts in ways that were beyond a literal response. Stating that it is not possible to assume a position "outside" of the research process as the self is implied in the research process, the paper suggests that researchers may more beneficially behave as if research constructs multiple ways of seeing differently. (Contains 2 transcripts and 11 references.) (HKA)

ED 450 351   CS 014 279

Smolkin, Laura B.; Donovan, Carol A.
The Contexts of Comprehension: Information Book Read Alouds and Comprehension Acquisition. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Grade 1; Modeling (Psychology); Primary Education; *Reading Aloud to Others; *Reading Comprehension; Reading Research; *Reading Strategies
IDENTIFIERS- Direct Instruction; *Information Books; Research Suggestions; Scaffolding

This paper reports on an examination of the strategies that one of the researchers (Donovan), then a first-grade teacher, modeled while reading information books aloud in class. Returning to previously tape-recorded read aloud sessions, the researchers studied student and teacher responses during the reading of six storybooks and six information books, considering whether the different genres prompted different types of participant interactions. The researchers found that interactive information book read alouds may lead children to engage in more meaning-making efforts than storybooks do. The interactive information book read alouds provided context for scaffolding, modeling, and engaging in direct instruction of comprehension; this context also offered opportunities for students to engage interactively in discussion designed to clarify concepts and construct meaning. The paper stresses that developing an interactional stance during reading is critical to promoting comprehension acquisition. Comprehension acquisition, which would preclude actual comprehension instruction, is a subconscious process in which children absorb strategies via modeling by adults. This period would begin in preschool and continue into second grade and could make the Aristotelian Tradition" (Arthur E. Walzer and David Beard); "What We Teach When We Teach the Postcolonial" (Deepika Bahri); "Literacy and Technology" (Dennis Baron); "Below the Surface: A True-to-Life Course in Editorial Practice" (Chris M. Anson); "Computers and Communication" (Johndan Johnson-Eilola); "Civic Literacy and Service Learning" (Bruce Herzberg); "Political Rhetoric and the Media" (Beverly Wall); "Writing About Race and Ethnicity" (Valerie Balester); "Writing as a Means of Social Change" (Patricia Bizzell); "Writing for and About Business and Nonprofit Organizations" (Kitty O. Locker); "Constructive Communication: Community-Engagement Writing" (H. Brooke Hessler); "Technical Communication" (Mary M. Lay); "Cultural Studies: The Rhetoric of Everyday Texts" (Diana George); "Taking the Rhetorical Turn in Advanced Creative Writing" (Mary Ann Cain and George Kalamaras); "Writing About X: The Arts" (Joseph Trimmer); "Teaching Writing Like a Lawyer" (Richard Fulkerson); and "Working in the Publishing Industries" (Libby Miles). Essays in Part 4, "Designing and Protecting the Advanced Writing Program," are: "From Profession to Discipline: The Politics of Establishing a Writing Concentration" (John Ramage); "Needs, Numbers, and the Creation of a Writing Studies Major" (Theresa Conefrey); "Advancing Writing at GMU: Responding to Community Needs, Encouraging Faculty Interests" (Ruth Overman Fischer and Christopher J. Thaiss); "Developing a Professional and Technical Writing Major That Integrates Composition Theory, Literacy Theory, and Cultural Studies" (Kathleen McCormick and Donald C. Jones); and "Getting Approval" (David Schwalm). Afterword by Robert J. Connors. (RS)

ED 450 372   CS 217 243

Monseau, Virginia R., Ed.; Salvner, Gary M., Ed.
Reading Their World: The Young Adult Novel in the Classroom. Second Edition. Young Adult Literature Series.
PUB DATE- 00
NOTE- 196p.; Includes a companion CD-ROM with almost 2,000 reviews of young adult literature.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *English Instruction; *Literature Appreciation; *Reading Material Selection; Secondary Education; Writing for Publication; Writing Processes

This book was born of a desire to provide students, teachers, and all interested readers with a collection of essays that address issues of selection, pedagogy, and worth of the young adult novel. A primary purpose of the book is to enter the world of young adult readers through a literary form they know well, the modern young adult novel. Another purpose of the book is to encourage the reading of young adult novels as a way of extending teachers' own experiences with literature. This second edition contains revised essays alluding to new works, as well as wholly new chapters that expand the discussion of the young adult novel in the classroom. After a preface and introduction, essays in Part I (Reading the Young Adult Novel) are: (1) "With Themes for All: The Universality of the Young Adult Novel" (Ted Hipple); (2) "Natural, Necessary, and Workable: The Connection of Young Adult Novels to the Classics" (Leila Christenbury); (3) "Interpreting the Young Adult Novel: Reading the World of 'Spite Fences'" (John Noell Moore). Essays

Knowledge-Making.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Critical Thinking; *Freshman Composition; Higher Education; *Research Papers (Students); *World Wide Web; *Writing Assignments; *Writing Instruction
IDENTIFIERS- *Dialogical Thinking; *Web Page Design

The computer and the World Wide Web must be recognized for the new and different slant that they can offer to the assignments in writing classes, including as a method of embodiment for M. Bakhtin's concept of dialogism. While students encounter articles and approaches to controversial issues, many will not attempt to understand or embrace the various opinions present on issues. This may be caused by the topic/stance format of traditional essays and research papers. To shift the focus away from the individualism and stunted knowledge making of such essays, the professor sought to engage students in the conversations surrounding their topics and to show students how they were responders and participants in a larger conversation. Creation of an annotated bibliography Web page allowed students to find sources for their research papers. Students' critiques of the sources forced them to judge the Web sites and printed sources and to compare and contrast them. The form of the assignment was interactive, and students were able to visually see the topic conversations develop as Web sites were created and explored. (EF)

ED 456 394 CS 217 440

Konaxis, Antoinette
Fortifying the English Department Curriculum with Literature Enrichment To Heighten Student Learning as Evinced in the Advanced Placement English Program for Senior-Level Students.
PUB DATE- 00
NOTE- 65p.; Ed.D. Practicum II Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advanced Placement Programs; Critical Thinking; Curriculum Development; *English Instruction; High School Students; High Schools; Instructional Effectiveness; *Literature Appreciation; Thinking Skills

This practicum was designed to increase student exposure to literature enrichment opportunities, to further develop student understanding and appreciation of literature, and to intensify the long-lasting effects of literature study and enrichment. A diverse literature enrichment program was designed and was presented to the 35 students enrolled in the researcher's two sections of Advanced Placement English. The researcher created an enrichment series for a full year of Advanced Placement curriculum that encompassed the genres of novel, drama, and poetry. The series included a variety of aesthetic and experiential literature enrichment activities, incorporated instruction on the various literary genres, and involved the

NOTE- 263p.; Book is based on a Licentiate Thesis by Pirjo Pollari, Department of English, University of Jyvaskyla, 1998.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Case Studies; *Cultural Context; *English (Second Language); Foreign Countries; High Schools; Instructional Innovation; *Portfolio Assessment; Program Development; Qualitative Research; *Student Empowerment
IDENTIFIERS- *Finland; Student Engagement; Writing Contexts

This qualitative case study describes a portfolio program in the teaching of English as a foreign language in two Finnish upper secondary schools. Approximately 100 students participated in the portfolio program, whose topic area was culture. First, the purpose of this action research was to try out and develop portfolios in foreign language teaching as a pedagogical innovation. Second, the aim was to foster students' empowerment, i.e., their active and responsible role in learning. The primary research questions were twofold: How did the portfolio program proceed and progress? and Did the portfolio program foster student empowerment? Different portfolio profiles and portraits emerged from the data collected. Findings suggest that a great majority of the students both liked the portfolio approach and took charge of their learning. Thus, the portfolios seemed to offer a vehicle for student empowerment. Some students, however, disliked the portfolio course, finding the topic area uninspiring and the student-centered and self-directed approach inefficient, difficult, or unsuitable for them. (Contains 5 figures, 2 tables, an approximately 250-item bibliography, and several appendixes.) (Author/NKA)

ED 450 416   CS 217 465

Grossman, Pamela; Wineburg, Sam; Woolworth, Stephen
What Makes Teacher Community Different from a Gathering of Teachers? An Occasional Paper.
SPONS. AGENCY- National Inst. on Student Achievement, Curriculum, and Assessment (ED/OERI), Washington, DC.; National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 64p.; Supported by grants from the James S. McDonnell Foundation Program in "Cognitive Studies for Educational Practice" and the MacArthur/Spencer Professional Development Research and Documentation Program. An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; Educational Research; High Schools; Higher Education; Interdisciplinary Approach; Literature Appreciation; Models; *Professional Development; Secondary Education; *Secondary School Teachers; *Teacher Attitudes; *Teacher Collaboration; Urban Education

In this paper, the researchers draw on their experience with a professional development project to propose a model for studying the formation and development of teacher community. The project described brought together 22 English and social studies teachers, as well as a Special Educator and an ESL teacher, from an urban high school for a period of 2 1/2 years.

stories to culturally and sexually contextualize their position in a discussion, and to learn to depend upon an evolving critical dialogue for interpreting what they see and hear. (Contains a 14-item rhetorical listening bibliography.) (NKA)

ED 450 436 CS 510 515

Morris, Taleyne; McNeilis, Kelly
Relationship Building and Relational Control in the Academic Advising Session.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Advising; Communication Research; *Faculty Advisers; Higher Education; *Interpersonal Communication; *Student College Relationship; *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- *Adviser Effectiveness; *Adviser Role

A study explored the relational control patterns which exist in academic advising sessions. Fourteen advising sessions between advisors and undergraduate students during the registration process were audiotaped and analyzed using a relational control coding scheme. Results indicated that neutralized symmetry (one-across, one-across) was preferred over other control patterns, and that submissive complementarity (one-down, one-up) and a transitory pattern (one-up, one-across) were also frequently used. Findings suggest that control patterns may change over time as the advising relationship is developed and that student satisfaction increased for longer advising sessions. Further research should include peer and evening school advisors as well as a wide variety of advising discussions. (Contains 65 references and 2 tables of data. An appendix provides the coding scheme.) (EF)

ED 450 437 CS 510 516

Colston, Nicole Marie
Third Parties and Internet Campaigning: An Analysis of Cultural and Structural Barriers.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the Southern States Communication Association (71st, Lexington, KY, April 4-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Content Analysis; Credibility; *Internet; *Political Issues; *Political Parties; *Presidential Campaigns (United States)
IDENTIFIERS- Media Coverage; Political Communication; Rhetorical Strategies

The Internet presents a unique opportunity for third party candidates in presidential campaigns. The growing popularity of the Internet offers the potential for equal access despite unequal resources and limited media coverage. This study examined the "Vote Nader" Web site in its attempts to overcome traditional cultural and structural barriers through Internet campaigning. Four criteria for evaluating Web sites (format, language, multimedia, and links) provided the framework for the study. The ultimate result is a rhetorical analysis of the Green Party as they adapt their vision to fit current political critical questions regarding five stages of school improvement: preparation, focus, diagnosis, plan development, and implementation/monitoring. Chapter 3, "Answering the 'Where Are We Now?' Question," discusses ways to use data on student achievement, perceptual data, and the need to clarify roles and responsibilities. Chapter 4, "Answering the 'Where Do We Want to Go?' Question," applies the initiation, planning, and training stages of three models. Chapter 5, "Answering the 'How Will We Get There?' Question," contrasts the planning, training, and implementation stages of three relevant models. Chapter 6, "Answering the 'How Will We Know We Are (Getting) There?' Question," explores elements of assessing outcomes and reveals the importance of accurate monitoring. Chapter 7, "Answering the 'How Will We Sustain the Focus and Momentum?' Question" demonstrates the need for such critical elements as maintenance, institutionalization, and the PDCA tasks of check, act, and adjust plans. Chapter 8, "Bonus Questions" includes additional guidance for administrators on other aspects of school-improvement efforts. Chapter 9, "Using This Book," contains an index of tools and reviews scenarios and examples to further clarify the use of the tools described in earlier chapters. (Contains 21 annotated references and a 7-page index.) (TEJ)

ED 450 454   EA 030 844

Clement, Mary C.
Building the Best Faculty: Strategies for Hiring and Supporting New Teachers.
PUB DATE- 00
NOTE- 153p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Employer Employee Relationship; *Interviews; Personnel Management; *Personnel Selection; Professional Development; School Effectiveness; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Employment; Teacher Morale; *Teacher Recruitment; *Teacher Selection; Teacher Shortage; Teacher Supply and Demand
IDENTIFIERS- Berry College GA

This work explores the process of devising effective recruitment, hiring, training, and retention strategies for new teachers. Chapter 1, "The Need for New Teachers," documents the growing need for teachers due to growing enrollment, retirement, and increasing specialization. Chapter 2, "Envisioning and Defining the New Position," explains the importance of creating realistic teaching positions. Chapter 3, "Advertising and Recruiting," reveals the importance of taking advantage of college career centers and advertising opportunities. Chapter 4, "Reviewing and Evaluating the Paperwork," provides tools for evaluating cover letters, resumes, and applicants. Chapter 5, "The All-Important Interview," illustrates the need to discern the candidate's knowledge, classroom management, and other skills, through interviewing. Chapter 6, "Group Interviews," describes the need for clear roles among members of hiring committees. Chapter 7, "Portfolios, Videos, and Other Supporting Materials," explores the use of professional, multimedia portfolios in hiring. Chapter 8, "Final Decisions and Final Negotiations," highlights the importance of verbal recruitment and negotiation. Chapter 9, "Problems of Beginning

Lott, David R.

Home Schooling and the Request for Access to Public School Extracurricular Activities: A Legal and Policy Study of Illinois.

PUB DATE- 99

NOTE- 152p.; Paper presented at the Annual Meeting of the Illinois Principals Association (April 1999). Doctor of Education Dissertation, Illinois State University.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- Athletics; *Court Litigation; Educational Policy; Elementary Secondary Education; Enrichment Activities; *Extracurricular Activities; Extramural Athletics; Group Activities; *Home Schooling; *Laws; *Legislation; Nontraditional Education; Student Participation

IDENTIFIERS- *Illinois

This paper reports on a study that examines legal and policy issues surrounding access to public-school extracurricular activities for home-school students. Chapter 1, "The Problem and Its Background," reviews such relevant issues as the history of choice in America and Illinois, legal foundations, regulatory disparities, research questions, methodology, significance, and study limitations. Chapter 2, "Review of the Literature," examines studies from such areas as history, demography, sociology, law, policy, national studies, regional studies, policies, and studies from Illinois. Chapter 3, "Social Historiography and Legal Case Methodology," explores the legal standing of home schooling, variability in statutory considerations, the present status of legislation, case law in such areas as extracurricular and interscholastic activities, and the current position of the National Federation of High Schools Association. This chapter also examines existing state athletic association regulations in four predominant approaches: "legally enrolled," "bona fide," "implied prohibition," and "direct denial." Chapter 4, "Analysis of Political and Ethical Considerations of the Access Issue," explores arguments for, and against, making access to public-school extracurricular activities available to home-school students, the Michigan experience, and a proactive opportunity available to Illinois. Chapter 5, "Summary, Findings, Concerns, and Policy Recommendations," concludes that the weight of research supports denial of access. (Includes four appendices reviewing state regulations, statutes, and policies. Contains over 125 references.) (TEJ)

ED 450 471   EA 030 892

The School Choice Debate: Framing the Issues. Review of the International Conference on School Choice and Educational Change (East Lansing, Michigan, March 15-17, 2000) .

PUB DATE- 00

NOTE- 58p.; Bettie Landauer-Menchik took a lead role in drafting and editing the conference report. Financial support for the conference provided by the Spencer Foundation and the Provost's Office, College of Education and the Vice President for University Outreach Michigan State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Achievement; *Democratic Values; Educational Change; Educational Innovation; *Educational references.) (CR)

ED 450 492   EC 308 246

Rottenberg, Claire J.
Literacy Learning as a Decision-Making Process for Hearing-Impaired Children.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Active Learning; Classroom Environment; Decision Making; Discovery Learning; *Hearing Impairments; *Learner Controlled Instruction; *Literacy; Preschool Children; Preschool Education; *Reading Skills

This report discusses the outcomes of a qualitative study conducted to investigate how preschool children with hearing impairments learn about literacy within a school setting. Seven preschool children with hearing impairments were observed in their school setting two days a week for nine months for a total of 283 hours of observation. One class used total communication (primarily a manual sign system for English, audition, lip reading, and speech) and one class used oral communication (audition, lip reading, and speech). Drawing and writing samples from the children and interviews with the teacher and parents provided additional data. Data were analyzed inductively and patterns in the children's actions related to their developing literacy were identified. A key finding was that the children were active decision makers in their literacy learning. Specifically, the children made decisions concerning the literacy events in which they would participate and how they would participate. Although the amount of time varied for the children individually, each child considered literacy events important enough to occupy a substantial amount of their free play period. The children's most frequent choices of literacy events during free play included reading books and writing in the researcher's notebook. (Contains 23 references.) (CR)

ED 450 493   EC 308 247

Stough, Laura M.; Palmer, Douglas J.
Expertise in Special Educators.
SPONS AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 27p.; Paper presented at the Annual Meeting of the Teacher Education Division of the Council for Exceptional Children (Washington, DC, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making Skills; *Disabilities; Elementary Secondary Education; Interviews; *Recall (Psychology); *Self Evaluation (Individuals); *Special Education Teachers; Teacher Education; *Teaching Methods; Videotape Recordings

Using a stimulated recall procedure, this study examined the reflections of identified "expert" special educators who were working in a variety of instructional settings with differing student populations. Participants were 13 special education teachers from urban, mid-size, and rural school districts.

Orkwis, Raymond; DeCarme, Judi; Glover, Jeanne
State Improvement. Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Act, Fiscal Year 2000.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 44p.; See ED 437 793 for earlier version.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Early Intervention; Education Work Relationship; Educational Practices; Elementary Secondary Education; Federal Aid; Federal Legislation; *Federal Programs; *Federal State Relationship; Grants; Knowledge Base for Teaching; Professional Development; Program Descriptions; Research and Development; *Special Education; *State Programs; Systems Approach; Technical Assistance; Theory Practice Relationship; Transitional Programs
IDENTIFIERS- Amendments; Individuals with Disabilities Educ Act Amend 1997; *Office of Special Education Programs

This 5-volume directory describes more than 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act Amendments (1997), Part D. This volume, the fifth of the directory, describes projects designed to assist state educational agencies and their partners in reforming and improving their systems for providing educational, early intervention, and transitional services including their systems for professional development, technical assistance, and dissemination of knowledge about best practices. The 46 projects are grouped by funding competitions and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract usually describes the project's purpose, proposed method, and proposed products. Four indexes are provided: (1) a project director index; (2) an organization index; (3) a state index; and (4) a subject index. (CR)

ED 450 512   EC 308 269

Rowland, Charity; Schweigert, Philip
Creating Classroom Environments That Nurture Independence for Children Who Are Deafblind. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 53p.; Corrected version.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Classroom Environment; *Cognitive Development; *Communication Skills; *Deaf Blind; *Early Intervention; Multiple Disabilities; Outcomes of Treatment; Personal Autonomy; Physical Disabilities; Preschool Education; Severe Disabilities; Student Evaluation; *Teaching Models
IDENTIFIERS- *Oregon (Portland)

This final report describes activities and accomplishments of a 4-

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autism; *Early Identification; *Early Intervention; *Eligibility; Incidence; Infants; Preschool Children; Preschool Education; Special Education; *Student Characteristics; *Symptoms (Individual Disorders)
IDENTIFIERS- Colorado

This brochure provides information on autism to enable Colorado parents and educators to recognize early symptoms in young children and to provide for early intervention. Sections of the brochure address: (1) the different types of autism; (2) basic facts about autism; (3) early indicators of autism; (4) the spectrum of autism; (5) how autism is identified; (6) characteristics of autism disorder, including difficulties with social participation, problems with communication, delays in developmental rates and sequences, cognitive impairments, unusual sensory processing, and behavioral problems; (7) the federal definition of autism; (8) Colorado eligibility criteria for autism; and (9) competencies of Colorado Regional Autism Specialists. A resource list of Colorado organizations, on-line Internet resources, related reading, family and personal accounts, and periodicals is provided. (CR)

ED 450 532 EC 308 290

The Colorado Autism Manual for Teachers, Service-Providers and Parents.
PUB DATE- 00
NOTE- 178p.; Developed by the Colorado Autism Task Force.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Autism; Classification; *Early Identification; *Early Intervention; Elementary Education; *Eligibility; Infants; Preschool Children; Preschool Education; Special Education; *Student Characteristics; Student Rights; *Symptoms (Individual Disorders)
IDENTIFIERS- Colorado

This manual provides information on autism to enable Colorado parents and educators to recognize early symptoms in children and to provide for early intervention. Section 1 of the manual provides an introduction to the Colorado Autism Task Force, lists participants in the task force, explains the guiding principles for development of educational services for children with autism, and lists members of the Colorado Board of Education. Section 2 provides an introduction to Autism Spectrum Disorder, the federal definition of autism, Colorado eligibility criteria for autistic disorders, and possible early indicators of autism. The following section discusses recommended training components for service providers and families and intervention approaches for autism. An annotated bibliography on resources on autism is provided, along with a list of national contacts and references on autism in young children, Colorado autism resources, on-line resources, books and literature, and a glossary of terms. Section 4 discusses funding resources, including Medicaid and health insurance. The final section provides Colorado general special education information. This section includes a communication log form, an

A Tale of Two Institutions: Education and Environment. A Brief History of the Conflicting Values and Objectives of Schools and the Environmental Movement.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Compliance (Legal); *Educational Environment; *Educational Facilities Improvement; Elementary Secondary Education; *Public Schools
IDENTIFIERS- *Environmental Movement

This paper briefly highlights the past four decades of the often contentious relationship between school districts and the environmental movement revealing the difficulties that environmental policy has had on the nation's educational systems. It reveals the public's increasing awareness of environmental factors within the school that jeopardize student health and learning, the policies created to curtail these dangers, and the confusion and waste of resources that resulted when unprepared school districts clumsily attempted to comply with often unrealistic policy mandates. (GR)

ED 450 553 EF 005 859

Stevenson, Kenneth R.; Tharpe, Don I.
The School Business Administrator. Fourth Edition.
PUB DATE- 99
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Employment Qualifications; *Occupational Information; Public Schools; *School Business Officials

This book examines the profession of the school business administrator within a city school system. It opens with a brief history of school business administration from the 19th century through today. Chapters 1 through 5 examine what school business administrators do, their responsibilities as managers, typical duties, and the educational and experience requirements. Chapters 6 through 10 discuss the procedures for establishing or restructuring a school business administrator's position and acquiring an effective administrator, administrator compensation, the legal limitations and framework within which they must function, their personal characteristics and code of ethics, and evaluating an administrator's performance. The final chapter explores emerging issues, problems, challenges, and concepts of school business administration. (Contains 10 references.) (GR)

ED 450 554 EF 005 860

Mitchell, Brad
IPM: Integrated Pest Management Kit for Building Managers. How To Implement an Integrated Pest Management Program in Your Building(s).
PUB DATE- 01
NOTE- 48p.; Written with input from the UMass Extension IPM Program, Department of Food and Agriculture Staff, U.S. Environmental Protection Agency Staff, and the New England Pest

French is to watch a video on the "Phenomenon of Hip-Hop," to take notes and respond to questions on the topic. The guidebook has four parts: a Teacher's Guide, Student Materials, Examples of Student Work, and Pedagogic Notes. The Teacher's Guide introduces the objectives for the project in terms of the listening and note-taking process and the content of the lesson, specific guidelines for introducing and directing the project, a summary of the video, and grading criteria. The Student Materials include directions for the project as well as pages for note-taking, answering questions, and evaluation. The third section presents examples of students' notes and answers to the questions followed by an evaluation of their responses. Finally, the Pedagogic Notes include goals and principles for the teacher to keep in mind throughout the project, notes on the levels of linguistic production and sophistication of ideas that students should achieve at the intended grade level, and an analysis of the thinking and writing process from the Examples of Student Work. An appendix provides a lesson plan in the same four-part format for small-group discussions of the video. (JSS)

ED 450 575 FL 026 509

French Language Arts: Programme d'etudes du secondaire deuxieme cycle (10-12). Francais langue seconde--immersion (French Language Arts: High School Curriculum 10-12 . French as a Second Language--Immersion).
PUB DATE- 00
NOTE- 80p.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Curriculum; *Educational Objectives; Foreign Countries; *French; High Schools; *Immersion Programs; Listening Comprehension; Notetaking; Oral Language; Reading Comprehension; Second Language Instruction; Second Language Learning; Student Evaluation; Teaching Methods; Writing Skills; Written Language
IDENTIFIERS- *Alberta

The report, entirely in French, describes Alberta's curriculum for high school French immersion, as revised in 1998. An introductory section offers background information on the curriculum revision, links between the core curriculum and French immersion, underlying principles of second language instruction, the revised curriculum's objectives and organization, notes on its implementation, and discussion of student autonomy and evaluation. A subsequent section provides a summary of program aims and priorities and performance objectives for each skill area (listening and reading comprehension, oral and written production, and appreciation of the study of the French language). Appended materials include an overview of French language teaching techniques, notes on the context of immersion instruction, and a table of basic learning skills that high school students should master. Contains 15 references. (JSS)

ED 450 576 FL 026 510

Francais: Programme d'etudes du secondaire deuxieme cycle (10-12). Francais langue premiere (French: High School Curriculum 10-12 . French as a Native Language).
PUB DATE- 00
NOTE- 78p.

writing. Foreign language constructivist methodology departs from the information processing model and behaviorist teaching that guide the transmission of foreign language teaching. In contrast, the learner-centered pedagogic approach inherent to foreign language constructivism is geared to enhancing self-directed learning and to promoting foreign language communicative competence through authentic language use in the classroom. This methodology endorses current positive foreign language pedagogic values, such as authenticity and collaboration and the encouragement of active engagement in learning. This is primarily achieved through the use of thematically-focused communicative activities, which create energizing living experiences in the foreign language. This paper shows how to use these affect-structuring techniques of emotional anchors, motivators, and cognitive direction to design these constructivist foreign language experiences and gives practical examples of their application in a multicultural, multi-ability and multi-age French class. (Author/KFT)

ED 450 597   FL 026 616

Fukai, Miyuki
College Japanese Classroom Anxiety: True and False Beginners.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the Midwest Conference of Asian Affairs (Bloomington, IN, October 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Communication Apprehension; High Schools; Higher Education; Interviews; Introductory Courses; *Japanese; *Prior Learning; Questionnaires; Second Language Instruction; *Second Language Learning; Teacher Attitudes; Teacher Role

Anxiety is believed to affect foreign language learning and performance. This preliminary study investigates the role of high school Japanese learning experience in student anxiety while taking an introductory Japanese course in college. This study shows that the presence or absence of high school Japanese instruction affects levels and sources of anxiety in the early stage of a college Japanese course. Interestingly, however, regardless of a students' previous experiences, three common factors were found as anxiety-reducing: teachers' helpful attitudes, good relationships with classmates, and a well-structured program. These results regarding anxiety-reducing factors suggest that teachers play a crucial role in reducing students' anxiety. Based on these results, several strategies are suggested for decreasing foreign language anxiety. Two appendices--the survey instrument, "Foreign Language Anxiety Scale" and "Questions for the Interviews"--are included. (Contains 21 references.) (KFT)

ED 450 598   FL 026 617

Podcameni, Abelardo; Salies, Tania Gastao
Revisiting the Process of SLA.
PUB DATE- 01
NOTE- 6p.; This work was partially supported by the National Council for Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Leadership and Institutional Transformation, a 6-year study that involved 26 institutions involved in comprehensive change. The first section of the primer, "Creating the Context," focuses on key issues that form the backdrop for any change initiative: institutional characteristics that influence the change process; procedural issues; and aspects of institutional culture. Section 2 focuses on the strategies and structures that facilitate action. The third section provides an organizing framework for understanding the extent to which institutions are making progress and the evidence they have of their progress. An epilogue discusses the ways in which the experiences of the institutions participating in this project show that "change changes." Their experiences also show how fluid, and often how idiosyncratic, the change process is. Whether looking for language to make a case, actions to take, or pitfalls to avoid, any institution that want to undertake change can find something of value in this primer. An annotated list of 17 resources is attached. (Contains 24 references.) (SLD)

ED 450 622   HE 033 794

Ikenberry, Stanley O.; Hartle, Terry W.
Too Little Knowledge Is a Dangerous Thing: What the Public Thinks and Knows about Paying for College.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, IN.; USA Group, Inc., Indianapolis, IN.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Educational Finance; Higher Education; *Knowledge Level; National Surveys; *Paying for College; *Public Opinion; *Student Financial Aid

What Americans know, or think they know, about financing a college education was studied in a comprehensive 9-month study that included 16 focus groups with 150 parents in 8 cities and a telephone survey of 2,000 randomly selected adults between the ages of 21 and 70 from all parts of the United States. Taken together, the central findings of this analysis suggest that the public places an incredibly high value on higher education and plans to do whatever it takes to help their children obtain it, or to obtain it themselves, but that they are worried, poorly informed, and not well equipped to make thoughtful choices. Six central conclusions are drawn: (1) the public thinks that higher education is vitally important and a good value for the money; (2) people worry about the price of attending college and thinks the price can be brought down without affecting academic quality; (3) the public has a distorted view of what it costs to attend college; (4) people have no idea why college costs increase; (5) the public does not know how much financial aid is available to help meet college bills, where it comes from, and how to get it; and (6) the public thinks that college leaders are indifferent to their concerns about the price of attending college. An appendix contains the survey findings in chart form. (SLD)

ED 450 623   HE 033 795

Guidelines for College and University Linkages Abroad.
PUB DATE- 97
NOTE- 58p.; For the 1993 version, see ED 363 254.
LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Accreditation (Institutions); *Faculty Development; Foreign Countries; *Higher Education; Research; Scholarship; Teaching Methods

IDENTIFIERS- *United Kingdom

This book considers the present landscape of professional development in higher education in the United Kingdom, exploring the roles and implications of professional development and accreditation and the sometimes conflicting roles of teaching and research. The roles of professional bodies in the formalized staff development and accreditation in the United Kingdom are also reviewed, with a discussion of the Institute of Learning and Teaching (ILT). The chapters are: (1) "The Changing Landscape; (2) "The Demands and Functions of the ILT"; (3) "The Changing Role of Professional Development in Higher Education"; (4) "Assessment, Reflection and Professional Development"; (5) "A New Professionalism for Higher Education?" (Jon Nixon); (6) "Teaching, Research and Scholarship: The Role of Professional Development"; (7) "Ways Forward in Professional Development"; and (8) "Beyond the ILT." (Contains 107 references.) (SLD)

ED 450 645 HE 033 820

Postsecondary Options: Concurrent/Dual Enrollment. Updated.

PUB DATE- 01

NOTE- 55p.; This document is the final report for March 2001.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Acceleration (Education); *Advanced Placement; *College Credits; *Dual Enrollment; *High School Students; High Schools; Higher Education; *State Programs; Tuition

States increasingly are offering high school students the opportunity to take postsecondary courses for reasons that range from academic to economic. Some states allow students to earn postsecondary credit for postsecondary classes while others do not. In some states, school districts pay the costs of such courses or the tuition is paid from a state fund, while in other states, the student must pay. This document presents information about state policies related to postsecondary options for high school students in chart form. Fifteen states have comprehensive programs, with minimal or no tuition, earned credit at postsecondary and secondary levels, and few course restrictions. Nine states have more restricted programs in which students pay the tuition costs of postsecondary classes, there are more academic restrictions, and stringent criteria for eligible courses. The chart describes dual and concurrent enrollment classes and other college credit programs. (SLD)

ED 450 646 HE 033 821

CRitical Issues Bibliography (CRIB) Sheet: Community Outreach.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 10p.; For other CRIB Sheets, see HE 033 832-836.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131) literature; reports; interviews with legislators, government officials, business and industry representatives; and analysis of data from the Tennessee Higher Education Commission. The master plan outlines the goals and general objectives that respond to the postsecondary education needs of Tennessee and its citizens. It should be viewed as a continually developing guide that reflects the commitment of the Tennessee Higher Education Commission to equity, excellence, accessibility, and accountability. The report is based on several assumptions about the future of higher education in Tennessee, including the assumption that there will be no radical changes in the governance structure of higher education. The plan contains these goals, with related objectives: (1) elevate the educational attainment levels of Tennesseans; (2) clarify all institutional missions and present programs, services, and resources aligned to support the mission; (3) strive to be among the national leaders in the development and assessment of quality instructional programs based on student outcomes; (4) strive to be recognized as a national leader for quality research and public service; (5) strive for a sustained level of funding that will allow Tennessee citizens to reach their educational objectives (6) assure that public higher education will play a major role in the economic development of Tennessee; (7) implement an efficient, high quality information system; (8) [illegible] relevant educational programs in partnership with business, government, and other educational agencies to address economic, intellectual, and social problems; and (9) communicate the values, strengths, and needs of higher education to the public and the branches of state government. (SLD)

ED 450 668   HE 033 844

The Status of Higher Education in Tennessee, Including the Tenth Annual Report on Progress toward the Goals of Tennessee Challenge 2000 for the State's Public Higher Education Institutions and the Seventh Annual Report on Contributions of the State's Independent, Regionally Accredited Higher Education Institutions. Annual Report.
PUB DATE- 00
NOTE- 57p.; Annual Report.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Annual Reports; Educational Improvement; *Educational Objectives; *Higher Education; Private Colleges; Public Colleges; Tables (Data)
IDENTIFIERS- *Tennessee

This report combines reports on the progress of Tennessee's public institutions of higher education toward the goals outlined in Tennessee Challenge 2000 and the progress of independent, regionally accredited higher education institutions toward the same goals. The goals set forth in Tennessee Challenge 2000 were formally established in 1989 to mirror those established by the Southern Regional Education Board for the areas of: (1) educational attainment; (2) quality and performance; (3) teacher education; (4) research and public service; (5) faculty and staff; and (6) resources. On virtually all of the goals there has been steady, regular improvement. This report reflects significant accomplishments in 1999-2000. Undergraduate enrollment has increased by 10.6% at public institutions and 9.2% at the independent institutions. The enrollment of undergraduate female students has grown by 15.4%

meant to prepare students to explore the most demanding and essential questions of life with independence, skill and confidence. The book describes strategies to make student questioning and research central to schooling, and proposes a campaign to move past technology bandwagons to information literacy. The book is divided into three parts. Part One, "The Primacy of Questioning," includes the following seven chapters: "Questions as Technology"; "Research for an Information Age"; "Questioning Toolkit"; "Students in Resonance"; "The Information Literate School Community"; "Acing the Standards"; and "Strategic Teaching." Part Two, "The Research Cycle," includes the next nine chapters: "The Research Cycle"; "Planning the Voyage"; "The Hunt"; "More Hunting"; "Needles from Haystacks"; "Regrouping Findings"; "Information to Persuasion"; "Searching for the Grail"; and "The New Plagiarism." Part Three: "Research Modules," includes the last four chapters: "Building Research Modules"; "Levels of Modules"; "Scaffolding for Success"; and "Modules and Standards." Includes an index. (AEF)

ED 450 687   IR 020 322

Lane, Nancy; Chisholm, Margaret; Mateer, Carolyn
Techniques for Student Research: A Comprehensive Guide to Using the Library.
PUB DATE- 00
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Higher Education; *Information Skills; Information Sources; Internet; Library Instruction; *Reference Materials; *Research Skills; *Research Tools; *Search Strategies; *Student Research

This book is designed to help college students develop information and research skills. Twenty-one chapters cover the following topics: (1) "Information Content, Information Packages"; (2) "Reference Works: Finding Facts Fast"; (3) "Directories"; (4) "Biographical Dictionaries"; (5) "Encyclopedias"; (6) "Dictionaries, Thesauruses, and Other Word Books"; (7) "Almanacs, Statistics, Handbooks, and Standards"; (8) "Maps and Atlases"; (9) "Locating and Selecting Reference Works"; (10) "Search Strategies for Research Queries"; (11) "Consulting the Experts"; (12) "Selecting Information Packages"; (13) "Choosing Collections and Services"; (14) "Identifying Information Sources"; (15) "Using Library Catalogs"; (16) "Retrieving Information Sources"; (17) "Using Indexes and Abstracting Journals"; (18) "Using Bibliographies"; (19) "Using CD-ROM and Online Databases"; (20) "Union Lists and Inter-Library Lending"; and (21) "The Internet." Appendices provide "Tips for Precision Searching in Alphabetical Lists" and a glossary of "Terminology Related to the Book." Includes a list of resources and an index. (Contains 23 references.) (MES)

ED 450 688   IR 020 323

Reksten, Linda E.
Using Technology To Increase Student Learning.
PUB DATE- 00
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

research, and lifelong learning. A Tufts University Digital Library Task Force was convened to define, analyze and make recommendations on how digital libraries can most effectively and efficiently enhance teaching, learning, research, and administration at Tufts. The Tufts Digital Library Seminar pages have attempted to elicit new thinking and considerations for digital libraries. Those considerations are highlighted in the following sections: Technology Evolution; Community of Users; Enabling Technologies; Architecture and Processes; and Culture Affecting Aspects. (Links to continuation of interactive group discussions follow each section.) The potential opportunities are contrasted with technology misconceptions and potential social risks. Conclusions of the presenters are summarized. (AEF)

ED 450 707 IR 020 588

Foelsche, Otmar K. E.
Implementation and Implications of Digital Services in Learning Centers.
PUB DATE- 99
NOTE- 12p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Resources; Educational Technology; Higher Education; *Information Services; Information Technology; Instructional Materials; *Language Laboratories; *Learning Resources Centers; Nonprint Media; Technological Advancement

Few learning centers exist without some level of digital services. On the most basic level, this may be a low-end computer with a printer for word processing. On a more advanced level, there may be dozens of high-end networked computers connected to the Internet. Dartmouth College's Language Lab has gone through various transformations. Until 1987, the mission of the center was clearly defined: to provide language learning support services via cassette tape, playback and recording facilities, as well as copying facilities for all language students on campus. Today, there is still a need for these traditional services, but they are now being delivered via different technologies. Additional services are being requested through new technologies as old technologies fade away. There seems to be little doubt that language centers will eventually transform from a facility that is focused exclusively on languages to a facility that is focused on many disciplines. This paper addresses the challenges of digital versus analog services, network bandwidth, and delivery over internal and external networks, server technology, conversion technology, platform compatibility issues, and implications for learning and teaching. It reports on Dartmouth's experience and provides information on planning for, and implementation, implications, and cost effectiveness of a move to digital services. Fifteen issues that were to guide the implementation process at Dartmouth's Language Resource Center are listed. Of these areas, the following are briefly addressed: 24-hour access; audio, video, and slide quality; CD-ROM packages; compatibility and standards; archiving; distance education; maintaining traditional services, phasing out, and phasing in of digital services; users bearing some of the cost of access; personnel;

Findings indicated a student's decision to join or not join the FFA was influenced by his/her perception of the image of FFA programs and services; a student's gender, ethnicity, enrollment choice, prior enrollment in an agriculture class, block scheduling, grade level, and extracurricular activities did not influence his/her perceptions of FFA programs and services. Students tended to join and participate in FFA when they believed it was able to meet a student's need for a sense of belonging. The social aspects of the organization were motivating factors in students' desire to be FFA members. (Contains 11 references.) (YLB)

ED 450 219   CE 081 330

K-12 Career Awareness & Development Sequence with Appendices, Executive and Implementation Guide .
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 00
NOTE- 217p.; Includes photocopies of newspapers, photographs and other material that may not copy well. Funded by a School-to-Work Opportunities Act grant. "A project funded by the Northwest Illinois Education to Careers Partnership."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Awareness; *Career Development; *Career Education; Career Exploration; Elementary Secondary Education; Instructional Materials; *Program Development; *Program Implementation; Statewide Planning
IDENTIFIERS- *Illinois

This packet includes four publications of a project to develop and pilot a K-12 career awareness and development sequence (CADS) for education-to-careers. The K-12 CADS sequence presents a pyramid of the recommended CADS by grade level; recommended career-cluster focus for grades K-8; suggestions for implementation with this information for each grade: career area focus, career development focus, and career awareness pyramid goals; classroom speakers and field trip matrixes by subject area; six supportive career awareness activities, with targeted grade level and subject area, local contact person, and description; a summary of curriculum materials and resources that are (1) being used in member schools, (2) new materials recommended for purchase, and (3) valuable resources for developing or enhancing curricula; and information on staff development. The appendices document contains a list of materials available to system schools, Illinois Career Development Guidelines, and sample curriculum materials. The executive summary document provides the CADS mission and rationale, CADS pyramid, and summary of the K-12 career and development sequence. The implementation guide contains sample materials and forms from a kindergarten healthy hobbies career day, Grade 5 millennium mall, Grade 6 career fair, junior high Career Explo (career exploration day), Grade 10 career fair, and K-8 career awareness forum. (YLB)

ED 450 220   CE 081 334

Conescu, Rachel; Lewis, Anne; Mackinnon, Ann; Weissberg, Alan
New Rules, New Roles: Preparing All Young People for a Changing

Chicago's Safer Foundation: A Road Back for Ex-Offenders. Program Focus.
PUB DATE- 98
NOTE- 20p.; Project Monitor: Marilyn Moses.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Agency Cooperation; Attitude Change; Caseworker Approach; *Community Organizations; Community Programs; Cooperative Planning; *Correctional Education; Correctional Rehabilitation; Daily Living Skills; Delivery Systems; Education Work Relationship; Employment Potential; *Employment Services; Government School Relationship; Guidelines; Job Placement; Job Training; Models; Outcomes of Education; Outreach Programs; Partnerships in Education; Peer Counseling; *Philanthropic Foundations; Prevocational Education; Prisoners; Private Schools; Private Sector; Problem Solving; Program Effectiveness; Program Evaluation; Public Sector; Recidivism; Small Group Instruction; Social Support G *Illinois (Chicago); Parolees
IDENTIFIERS- *Illinois (Chicago); Parolees

The Safer Foundation in Chicago, Illinois, is the largest community-based provider of employment services for ex-offenders in the United States. Established in 1972, Safer has a professional staff of nearly 200 in 6 locations. Safer runs a private school, called the PACE (Programmed Activities for Correctional Education) Institute, at the Cook County Jail, and it operates a work-release center that provides extensive educational and employment readiness programming. Safer also uses a small-group, peer-based approach in its basic education skills program to help participants overcome the barriers to learning commonly faced by ex-offenders. Special case managers, called lifeguards, are available to help clients address transitional problems for 1 year after they have secured employment. Of the nearly 1,102 clients who received job placement assistance from the Safer Foundation in 1996, 60% were still employed after 20 days. Of the 72 participants who completed the Safer Foundation's basic education course for ex-offenders aged 16-21 years, more than two-thirds entered school, vocational training, or employment. After 180 days, 58% of those individuals were still in their placements and only 1 had been convicted of a new crime. (Seven contact persons and three World Wide Web sources of additional information are listed.) (MN)

ED 450 238   CE 081 385

Finn, Peter
Texas' Project RIO (Re-Integration of Offenders): Program Focus.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Learning; Agency Cooperation; *Correctional Education; Correctional Rehabilitation; Daily Living Skills; Delivery Systems; Education Work Relationship; Educational Cooperation; Employer Attitudes; Employment Potential; Employment Services; Evaluation Methods; Federal State Relationship; Independent Study; Job Placement; Job Training; Models; Outcomes of Education; Outreach Programs; Partnerships in Education; *Prisoners; Program Effectiveness;

Workplace Literacy Resources for Program Design, Assessment, Testing, & Evaluation.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.; Work in America Inst., Scarsdale, NY.; Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.; National Inst. for Literacy, Washington, DC.
PUB DATE- 99
NOTE- 89p.; Chapter 3 supported by THE CENTER/CCSD #54, Illinois.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Accountability; Adult Basic Education; Educational Finance; Educational Objectives; Evaluation Criteria; Federal Aid; Federal Government; Outcomes of Education; *Program Design; Program Effectiveness; *Program Evaluation; *Standardized Tests; Test Reviews; Test Use; *Workplace Literacy
IDENTIFIERS- Illinois

This report provides information on design and evaluation of workplace literacy programs (WLPs) to improve work force readiness and an overview of concepts about the nature, uses, and abuses of standardized tests in program evaluation and accountability. Chapter 1 takes a sociohistorical and sociopolitical perspective in discussing the knowledge and skills used by educational providers with differing philosophical views about what the goals of WLPs are and what kinds of WLPs should be developed to achieve them. Chapter 2 answers these four questions on WLP evaluation: By what criteria should a company judge its program's value? How should the government evaluate programs it funds? Are current government requirements for evaluation realistic and useful for companies receiving government funds? and On what basis should companies decide whether to fund WLPs? Chapter 3 illustrates how the Developing Organizational Effectiveness Through Employee Development approach to WLP evaluation outlined in Chapter 2 was used to evaluate national WLPs in the Chicago area. Chapter 4 addresses federal interests in standardized testing in adult education, the nature and uses of standardized tests, and special topics in their use. Chapter 5 illustrates the problem of determining how good is good enough in relation to workplace literacy in the context of the 1993 National Adult Literacy Survey. Reviews of eight tests used in adult basic education and English as a second language are appended. (YLB)

ED 450 256   CE 081 408

Penn, Roger
The Dynamics of Decision-Making in the Sphere of Skills' Formation. Skills Task Force Research Paper 2.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Decision Making; Developed Nations; *Education Work Relationship; *Educational Objectives; *Employer Attitudes; Ethnicity; Foreign Countries; *Job Skills; Labor Force Development; Outcomes of Education; School Business Relationship; School Community Relationship; Sex Differences; *Skill Development; Social Influences
IDENTIFIERS- *Great Britain

A study assessed how to improve individual informed decision time needed by faculty to handle more remote students. To address interaction concerns, faculty supplement e-mail and telephone contact with a variety of other options, such as satellite transmission and written reactions via mail, fax, or e-mail. To meet assessment concerns, the course software has a tracking feature that allows instructors to monitor students "hits" on the course site to measure class participation, and to have exams proctored for students at remote sites. Faculty development has also been promoted. (KC)

ED 450 272   CE 081 429

Lloyd, Caroline; Steedman, Hilary
Intermediate Level Skills: How Are They Changing? Skills Task Force Research Paper 4.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; *Demand Occupations; Developed Nations; *Educational Needs; *Employment Patterns; Employment Qualifications; Foreign Countries; *Job Skills; Labor Force Development; *Labor Needs; Labor Supply; Labor Utilization; National Surveys; Occupational Surveys; Postsecondary Education; Secondary Education; *Skilled Occupations; Skilled Workers; Vocational Education
IDENTIFIERS- Europe; *United Kingdom

This paper focuses on the demand for and supply of intermediate-level vocational skills within the United Kingdom (UK) economy. Using existing research from surveys and case studies, Part One argues that there is a lack of evidence that widespread intermediate-skill shortages exist within the expanding service sector. In the manufacturing sector, however, skill shortages persist, although there have been large-scale reductions in the number of intermediate-level workers (craft workers). Overall, there appears to be a weakness in the demand for intermediate-level skills across the UK economy, reflecting the large numbers of firms that are pursuing relatively low-skilled, low-quality product market strategies. Part Two examines the stock of intermediate-level skills in the population and by selected industry sectors for the UK and for other European countries. This part notes that while the UK has produced more young individuals with intermediate qualifications, these qualifications are overwhelmingly academic and most of these students proceed to higher education, rather than acquiring vocational qualifications. Evidence from other countries shows that both the fulltime and work-based part-time routes can produce a mix of academic and vocational qualifications. The paper concludes that there is both a weak demand for intermediate-level skills from employers and a weak supply of employees with these skills. It also maintains that policy developments in this area must recognize and deal with these two elements if the UK is going to be able to compete in those markets that require a high proportion of employees to use middle- to high-level vocational skills. (Contains 58 references.) (KC)

ED 450 273   CE 081 431

The National Research and Evaluation Strategy for Vocational Education and Training, 2001-2003.
PUB DATE- 01

ED 450 288 CE 081 491

Allulli, Giorgio; D'Agostino, Sandra
The Financing of Vocational Education and Training in Italy: Financing Portrait. CEDEFOP Panorama.
PUB DATE- 01
NOTE- 50p.; Translated from the original Italian. Collaboration of Claudia Donati and Costantino Massari. Produced by Instituto per lo Sviluppo della Formazione Professionale (Institute for the Development of Vocational Training for Workers).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; Continuing Education; *Delivery Systems; *Educational Finance; Educational Legislation; *Financial Support; Foreign Countries; Government Role; *Industrial Training; *Job Training; Postsecondary Education; Private Sector; Public Policy; Public Schools; Public Sector; Regional Programs; School Business Relationship; Secondary Education; Tables (Data); *Vocational Education
IDENTIFIERS- *Italy

This document details the sources and distribution of financing of vocational education and training (VET) in Italy. Part 1 presents basic information on the political, economic, legislative, and administrative contexts of financing VET. Part 2 describes the sources and distribution mechanisms of funds for the following forms of initial vocational training: school-based vocational education, regional vocational training, and apprenticeship training. Part 3, which is devoted to continuing vocational training (CVT), contains information on the following topics: CVT in the public vocational training system; training financed by enterprises; and industrial training. Part 4 identifies the following main lines of development of VET and VET funding: introduction of compulsory training up to 18 years of age to be completed through school education, vocational training, or apprenticeship; complete reform of the structure of upper secondary schools; creation of an integrated higher training system; reform of the vocational training system; reform of employment services; drafting by the government of a master plan for education, training, and labor; and completion of the system of apprenticeship. Seventeen tables/figures are included. The following items are appended: information about the economic context of VET in Italy; a glossary of acronyms, abbreviations, and terms; and a bibliography that lists 16 references. (MN)

ED 450 289 CE 081 492

Documenting Student Performance through Effective Performance Assessments: Workshop Summary. Horticulture.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 99
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Agricultural Education; Basic Skills; Behavioral Objectives; Competence; *Competency Based Education; Floriculture; High Schools; *Horticulture; Integrated Curriculum; Job Skills; Landscaping; Marketing;

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; College Faculty; *Counselor Educators; *Diversity (Faculty); Diversity (Institutional); *Doctoral Programs; *Faculty Recruitment; Higher Education; Minority Groups

A panel discussion offered suggestions and recommendations for faculty and institutions of rehabilitation counseling education on more effective recruitment methods. Strategies were also considered for potential faculty members. Candidates seeking academic positions in rehabilitation counseling education face many challenges. Location of program; reputation of the program and faculty; whether it is a research or teaching institution; and whether they can mesh with the existing faculty are a few of the core considerations. The importance of diversity to the institution as well as the existence of a racially and ethically diverse community needs to be considered. Candidates have to decide between a career in the private sector or in academia, and have to determine which would be the best fit and lifestyle for them. In the field of rehabilitation, distance education has been used to assist educators in reaching populations not otherwise served. Training suggestions are offered to prepare candidates to feel competent and comfortable with this type of technology and this type of work. Several suggestions are given to help programs increase the appeal of their programs with minority groups. (JDM)

ED 450 309   CG 030 732

Bastick, Tony
Differences between Anti-Social Adolescent Behaviour in Single Sex Schools and Co-Educational Schools in Jamaica.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the Society for Cross-Cultural Research (29th, New Orleans, LA, February 22-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Antisocial Behavior; *Coeducation; Discipline Problems; Elementary Secondary Education; Foreign Countries; *Sex Differences; *Single Sex Schools; Student Behavior; Student Surveys
IDENTIFIERS- Jamaica

Anti-social behavior is reported to be a growing problem in school systems of different countries. A comparison was made about anti-social adolescent behaviors between students who attend single-sex schools and coeducational schools in Jamaica. Students (N=112) were interviewed to determine the most prevalent school discipline problems. A sample of 1,193 adolescents from 16 schools was then surveyed to determine the prevalence of anti-social adolescent behavior in the school system. Most of the anti-social behavior was associated significantly more with males, although there were no male/female differences in absconding, disrespecting teachers, verbal abuse, and bad language use. Adolescent boys attending coeducational schools were less anti-social than adolescent boys attending single-sex schools. The survey concluded that coeducational schools most significantly decreased adolescent males' anti-social behavior and single-sex schools most significantly decreased adolescent females' anti-social behavior. The results suggest that coeducational schools should help reduce socially disruptive and violent behavior of both

Borges, Nicole J.; Savickas, Mark L.
Career Development and Public Policy.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Biennial Conference of the Society for Vocational Psychology (5th, Houston, TX, March 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; Change Agents; *Linking Agents; National Organizations; Professional Associations; *Public Policy; Role; *Social Action

Career development specialists need to find ways to adapt their knowledge and skills to become agents of social action. Public policy is one area where career development specialists can involve themselves to help bring about social change. This paper attempts to raise the consciousness of Society of Vocational Psychology (SVP) members and to sensitize them to potential interactions regarding their role in linking career development to public policy. It highlights work being done in career development and public policy, and provides information to broaden the knowledge-base of those interested in this area. Theories are suggested for conceptualizing and organizing public policy as it related to work and career. Career specialists can help redefine public problems by using terminology conveying a different view of an existing problem. In addition, they can contribute to many policy issues by: (1) helping with links between models and delivery systems; (2) defining roles of parties involved in guidance services; (3) delineating which models are appropriate for counseling; and (4) designing evaluation programs and outcome studies to assess quality of guidance and psychological services. (JDM)

ED 450 332 CG 030 789

Aviles, Christopher B.
Using the Myers-Briggs Type Indicator in the Social Work Classroom.
PUB DATE- 00
NOTE- 14p.; Workshop conducted at the Annual Conference of the New York State Social Work Education Association (33rd, Syracuse, NY, October 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Counseling Techniques; *Counselor Training; Higher Education; Instructional Materials; *Personality Measures; *Social Workers
IDENTIFIERS- *Myers Briggs Type Indicator

The Myers-Briggs Type Indicator (MBTI) is one of the most popular measures of personality available today and has been taken by over 12 million people. The MBTI has been successfully utilized for personal and marriage counseling, conflict and stress management, and understanding learning styles. It is perfect for the social work classroom because it does not measure sickness or pathology and the results are non-judgmental. The test can be quickly scored and the results have helped social children more receptive to later formal comprehension instruction. Informational texts are useful choices in these cases because they emphasize construction of concepts. The paper calls for future research to examine the nature of comprehension acquisition and for research in teacher training for both comprehension acquisition and instruction. Contains 120 references. (NKA)

ED 450 352 CS 014 280

Taylor, Barbara; Pearson, David; Clark, Kathleen; Walpole, Sharon
Beating the Odds in Teaching All Students To Read: Lessons from Effective Schools and Accomplished Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; *Educational Practices; Effective Schools Research; Primary Education; *Reading Achievement; *Reading Instruction; *School Effectiveness; *School Role; Teacher Behavior; *Teacher Role
IDENTIFIERS- Exemplary Teachers; Variables

A study examined school factors and teacher factors contributing to primary grade students' reading growth and reading achievement. It investigated school and classroom variables in effective schools as compared to moderately effective and less effective schools and also looked at classroom practices of accomplished teachers as compared to less accomplished teachers. Fourteen schools in Virginia, Minnesota, Colorado, and California with from 28% to 92% of students qualifying for subsidized lunch participated. In each school two teachers in each of Grades K-3 and two low and two average readers per teacher served as subjects. Principals participated by asking teachers they judged as average or better to participate; they also completed a questionnaire on school reading practices and were interviewed. Teachers were observed for an hour of reading five times from December through April. Teachers also completed two weekly time logs of instructional activities in reading/language arts and a questionnaire of school and classroom practices related to reading. A subset of teachers were interviewed. A case study was written on each school according to a common outline. School effectiveness was significantly related to strong links with parents, systematic assessment of pupil progress, and strong building communication and collaboration. In all four of the most effective schools, teachers mentioned that reading was a priority in their building as a factor contributing to their success. Teachers in the most effective schools spent 134 minutes a day on reading instruction compared to teachers in the moderately and least effective schools who averaged 113 minutes a day on reading instruction. (NKA)

ED 450 353 CS 014 281

Taylor, Barbara M.; Pressley, Michael; Pearson, David
Effective Teachers and Schools: Trends across Recent Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 19p.; This paper was prepared for the National Education Association.

in Part II (Writing the Young Adult Novel) are: (4) "Creating a Bond Between Writer and Reader" (Sue Ellen Bridgers); (5) "Navigating by the Stars: A Writer's Journey" (Will Hobbs); (6) "Choices and Challenges: Writing for Young Adults" (M. E. Kerr). Essays in Part III (Teaching the Young Adult Novel) are: (7) "Seeing Ourselves in the Mirror: Students and Teachers as a Community of Readers" (Virginia R. Monseau); (8) "Time and Tradition: Transforming the Secondary English Class with Young Adult Novels" (Gary M. Salvner); (9) "Who Am I? Who Are You? Diversity and Identity in the Young Adult Novel" (Lois T. Stover); (10) "Gender Issues and the Young Adult Novel in the New Millennium" (Pam B. Cole and Patricia P. Kelly); (11) "Playing the Game: Young Adult Sports Novels" (Chris Crowe); (12) "Reading Their Television World" (Alan B. Teasley and Ann Wilder); and (13) "The Young Adult Novel Under Fire" (Gloria T. Pipkin). (RS)

ED 450 373   CS 217 261

Hall, Susan
Using Picture Storybooks To Teach Character Education.
PUB DATE- 00
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Education;
  Ethical Instruction; *Picture Books; *Values; *Values Education
IDENTIFIERS- *Character Education

To help aid teachers and librarians in the search for appropriate resources to emphasize good character traits, this book provides an annotated guide to picture storybooks and the character traits each describes. It begins with an introduction that defines character, offers a history of character education, discusses what character education is, addresses competing theories of character education, answers the critics of character education, and discusses implementing character education. Arranged by 23 character traits, including cooperation, courage, honesty, self-discipline, and tolerance, and detailing more than 200 books, it includes both recent books and classics, and lists each alphabetically by author under each character trait. Each entry contains a brief annotation of the overall plot, a description of how the book illustrates the character trait indicated, and cross-references for other character traits indicated. Appendixes contain a 30-item annotated list of works that focus on friendship; a 30-item list of resources that are suitable for all ages; and a 140-item list of books that can be used to teach other aspects of the curriculum. (RS)

ED 450 374   CS 217 381

Pounds, Buzz R.
Development Revisited: Writing and Knowing in Transition.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the National
  Council of Teachers of English (90th, Milwaukee, WI, November
  16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
  Conference Papers, "Papers Presented at..." (150),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Freshmen; Developmental Stages;

reading and the critical analysis of a comprehensive and intensive literature collection. Even though all outcomes were not achieved, analysis of the qualitative data revealed that literature enrichment activities can greatly impact student academic and affective growth, can enhance critical and creative thinking skills, can deepen understanding and appreciation of literature, and can provide long-lasting benefits to learning. (Contains 52 references. Appendixes contain 2 survey instruments.) (Author/RS)

ED 450 395   CS 217 441

Holmberg, Lena; Mitchell, Ivy
Teaching Materials for the Language Arts Grades 4-6: A Study within the Primary Education Improvement Project in Jamaica.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; Foreign Countries; Grammar; *Instructional Improvement; *Instructional Materials; Intermediate Grades; *Language Arts; Teacher Attitudes; Textbook Content; Textbook Research
IDENTIFIERS- Jamaica

The focus of this report is the Language Arts (LA) component within the Primary Education Improvement Project (PEIP II) in Jamaica that was launched in 1993 and specifically the cataloging and reviewing of LA materials being used in primary schools at the grade 4 to 6 levels. Content suitability, levels of difficulty, layout, print, and illustrations were studied in readers. Methodologies used in a sample of texts were evaluated. Visits to schools proved useful in the study as views of the teachers validated the findings from the review. Three major recommendations are mentioned: the matter of bilingualism in the Jamaican context must be properly dealt with; grammatical structures must be taught within meaningful contexts; teachers' guides should be developed. (Author/RS)

ED 450 396   CS 217 442

Horner, Dale H.
Action Research Report.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Classroom Environment; Classroom Techniques; *Cooperative Learning; *Gifted; Grade 6; Intermediate Grades; *Language Arts; Student Leadership; *Student Participation
IDENTIFIERS- *Test Score Enhancing Strategies

A study examined how to increase active participation in a language arts class, based on the belief that such an increase would lead to better test scores and better learning. Subjects included a class of 30 homogeneously grouped accelerated sixth grade students, which meets five days a week for 90-minute periods. During the study, the class was regrouped using cooperative learning groups. Results indicated that: (1) cooperative learning groups could be used to teach language arts effectively; (2) working in such groups promotes active participation in class; (3) there is a direct correlation

The teachers met twice a month to read together in the field of history and literature and to work on an interdisciplinary curriculum. This detailed account of the first 18 months of the project sheds new light on definitions of professional community, its stages of development, and the challenges that confront community in the workplace of high schools. One of the challenges consists of the need to negotiate an "essential tension" at the heart of teachers' professional community. Among this group of teachers, many felt that the primary reason to meet was to improve classroom practices and student learning, while others were more interested in the potential for continuing intellectual development in the subjects they taught. The researchers--who deliberately built the essential tension into the project--claim that these two views must both be respected in any successful attempt to create and sustain intellectual community in the workplace. The researchers also describe the challenges of maintaining diverse perspectives within a community and how familiar fault lines--both in society and in school--threaten the pursuit of community. The paper includes a model of the markers of community formation--as manifested in participants' talk and actions--and concludes with a discussion of why teachers must continue to care about professional communities. (Contains 33 notes, 109 references, 2 figures, and a table of data.) (Author/SR)

ED 450 417   CS 217 468

Sauer, Christine
Building Self Esteem in the Language Arts Classroom: The Cybergrrl Approach.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Classroom Environment; Educational Objectives; *English Instruction; Females; Feminism; *Gender Issues; Instructional Effectiveness; Junior High Schools; *Language Arts; *Self Esteem; Student Empowerment; Student Needs; *World Wide Web
IDENTIFIERS- *Web Pages

Why are girls, especially junior high school girls, continuing to learn in the shadows of their male counterparts, despite many teachers' continued attempts to treat both sexes as equal? Although one educator encouraged female participation in her classroom, she noticed two problems in particular that seemed to hinder the educational progress of junior high girls: lack of voice in the classroom and lack of technological skills. Her project proposes using "cybergrrl" Web pages (Web pages produced by a particular group of online feminists) to counteract these two problems and remove the mask of silence junior high school often places on adolescent girls. This paper first provides a rationale for the project and describes the cybergrrl Web pages. The paper then discusses the implementation framework of a cybergrrl classroom and outlines what objectives should be achieved in such a classroom. It discusses how to achieve gender equity using cybergrrls and gives the pedagogical implications for the project. Contains a 39-item "working bibliography." (HKA) realities and transcend traditional structural and cultural barriers to third parties. The analysis reveals the need for more interactivity, self-promoting language, and credibility through diverse sources. Contains 13 references. (Author/RS)

ED 450 438   CS 510 517

Whitehouse, Ginny; Ingram, Michael T.
Advancing Kohlberg through Codes: Using Professional Codes To Reach the Moral Reasoning Objective in Undergraduate Ethics Courses.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; *Course Objectives; Higher Education; Journalism Education; Mass Media; *Moral Development; Undergraduate Students
IDENTIFIERS- Ethical Communication; Internalization; *Kohlberg Moral Judgment Interview; *Media Ethics; Moral Reasoning; Professional Ethics

The development of moral reasoning as a key course objective in undergraduate communication ethics classes can be accomplished by the critical and deliberate introduction of professional codes of ethics and the internalization of values found in those codes. Notably, "fostering moral reasoning skills" and "surveying current ethical practice" were the most commonly identified ethics course objectives in a study by Lambeth, Christians, and Cole (1994). Internalization occurs, in part, when students are able to examine, clarify, and articulate how the code is incorporated into their own values systems. Pedagogical studies of undergraduate business students revealed that systematic and repeated exposure to ethics codes improves moral reasoning abilities. This paper analyzes Lawrence Kohlberg's model of moral development, particularly concerning its appropriate use in ethics classes. Second, the paper reviews and considers the relevant literature. Finally, it advances four pedagogical principles for using ethics codes in the classroom to promote the course objective of improved moral reasoning. (Contains 37 references.) (NKA)

ED 450 439   EA 030 771

Working for Change in Education: A Handbook for Planning Advocacy.
PUB DATE- 00
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; Change Agents; *Change Strategies; *Educational Change; Educational Improvement; Elementary Secondary Education; Resistance to Change; Strategic Planning

This handbook is for those seeking to improve children's education, especially those organizations that work closely with children, parents, and teachers. It sets out a way of

Teachers and the Need for Induction," examines challenges facing new teachers and the need for effective induction programs. Chapter 10, "Orientation," indicates the importance of user-friendly orientation strategies. Chapter 11, "Support Seminars for Newly Hired Teachers," asserts the need for planned seminar time and practical curricula design. Chapter 12, "Mentoring," explores the role of mentoring in the success of school programs. Chapter 13, "Rejuvenating All Faculty," examines the challenges of burnout and one possible solution. Chapter 14, "Action Timeline," traces the appropriate steps in the hiring process over the calendar year. (Contains 47 references.) (TEJ)

ED 450 455   EA 030 872

Kosmoski, Georgia J.; Pollack, Dennis R.
Managing Difficult, Frustrating, and Hostile Conversations: Strategies for Savvy Administrators.
PUB DATE- 99
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Antisocial Behavior; *Audience Awareness; *Communication Problems; *Communication Skills; Confidentiality; *Conflict Resolution; Elementary Secondary Education; Interpersonal Communication; Language Skills; *Nonverbal Communication; Social Cognition; *Verbal Abuse
IDENTIFIERS- Governors State University IL

Analyzing particular encounters, this report identifies proven strategies to better control hostile conversations. Chapter 1, "Defusing the Angry Screamer," indicates the importance of controlling both voice and word choice, depersonalizing tirades, ascertaining triggering events, and being attuned to signs of escalation. Chapter 2, "Dealing With Embarrassment or Humiliation," suggests leaders must remain aware of their vulnerability to embarrassment and the need for calm and humor. Chapter 3, "Handling Legitimate Complaints," reveals the importance of treating all complaints seriously, documentation, and avoiding defensiveness. Chapter 4, "Under the Influence of Drugs or Alcohol," explains the grave risks posed by people under the influence, the need for their immediate isolation, and possible roles for police. Chapter 5, "Refusing to Be Coerced," examines the importance of ethical behavior by administrators and staff. Chapter 6, "Discouraging the Dependent Personality," demonstrates how to discourage dependent behaviors. Chapter 7, "Serving as Mediator When Friction Exists," assesses effective elements of positive mediation. Chapter 8, "Disabling the Backstabber," stresses the difficulty in responding to disloyal colleagues. Chapter 9, "Maintaining Confidentiality," explores the difficult issues involved in preserving confidentiality in the face of requests for information. Chapter 10, "What Works in All Cases," summarizes essential strategies for responding to difficult and stressful conversations. (Contains "The School Administrator's Code of Ethics" and 90 references.)(TEJ)

ED 450 456   EA 030 873

Deal, Terrence E.; Peterson, Kent D.

Vouchers; *Educationally Disadvantaged; Elementary Secondary Education; Nontraditional Education; *School Choice
IDENTIFIERS- *Michigan; Michigan State University

Determining the value of school-choice programs depends on an assessment of consequences on the differing elements of the school system. The International Conference on School Choice and Educational Change at Michigan State University explored the themes of governance, equity and access, innovation, student outcomes, and accountability from the perspectives of both choice advocates and critics. Each chapter summarizes a conference presentation and assesses the arguments and available evidence on each issue. Chapter 1, "School Choice and Educational Change," introduces key conference themes and argues for the need to move the choice debate to new terrain. Chapter 2, "Does Choice Undermine the Democratic Control of Schooling?" explores perspectives on governance, fundamental assumptions, research, and policy implications. Chapter 3, "Does Choice Enhance the Educational Opportunities Available to Poor Children?" examines the impact of choice on educational access. Chapter 4, "Does Choice Encourage Innovation and Improvement in Schools?" analyzes the effect of Michigan choice programs in stimulating educational competition. Chapter 5, "Does Choice Produce Gains in Student Achievement or Other Outcomes?" provides differing perspectives on the role, impact, and validity of assessment tools to measure achievement. Chapter 6, "Does Choice Make Schools More Accountable for Their Performance?" explores the structure, objectives, and design of accountability elements of choice programs. Chapter 7, "Lessons and Questions for Public Debate," summarizes key issues pertaining to choice programs, and reviews essential research, policy requirements, and program scope considerations. (TEJ)

ED 450 472   EA 030 893

Public School Student, Staff, and Graduate Counts by State, School Year 1999-2000. Statistics in Brief.
PUB DATE- 01
NOTE- 16p.; Annual publication. Part of the Common Core of Data Collection.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; *High School Graduates; *Profiles; *Public Schools; Tables (Data); Teacher Distribution; *Teacher Student Ratio

This report provides an overview of public-school students, staff, and graduates for 1999-2000. It offers synopses of how many students were enrolled in public elementary and secondary schools, how many teachers there were, how many staff supervised or provided support service for public education, how many students graduated from high school during the 1998-99 school year, and how many students of racial/ethnic background were enrolled. Definitions of terms used in the report are also furnished. An examination of the state-by-state data listed in the back of the report show that California had the most students from prekindergarten through grade 12 (6,038,589). Texas had the second-highest number of students, followed by New York, Florida, and Illinois. Wyoming had the fewest number of students at 92,105. The total number of public-school students in the U.S. was 46,857,321, who were taught by 2,906,554 teachers, for an overall student-teacher ratio of 16.1. The state with the highest number of students per teacher was Utah at 22:1, and the state with the lowest ratio was Vermont at 12.3:1. Other tables in the report list, by

Special education supervisors were asked to nominate teachers who had at least five years of teaching experience, were recognized as being effective teachers, instructed students that generally made excellent progress, and were generally viewed as superior special education teachers. Teachers were interviewed about their classroom experiences and teaching philosophy and then viewed videotapes of their instruction to stimulate thoughts and decisions that were occurring during the instructional episode. Findings from the study indicate the stimulated recall procedures successfully prompted teachers to readily and prolifically express their thoughts and emotions concerning targeted teaching sequences. Many times teachers did not restrict their comments to the episode that they observed on the videotape, but expanded on how they made instructional decisions, describing previous events had influenced their decision-making. Teachers used instructional diagnosis and frequently consulted regular education teachers to teach students with special needs. The use of the stimulated recall procedure for transferring expertise is discussed. (Contains 27 references.) (CR)

ED 450 494   EC 308 249

Stough, Laura M.
Competence in Individuals with Mental Retardation.
PUB DATE- 94
NOTE- 23p.; Paper presented at the Annual Conference of the Texas Council for Exceptional Children (23rd, Houston, TX, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Mental Retardation; Music; *Music Activities; Music Education; *Musical Instruments; *Performance Factors; *Teaching Methods

This investigation, which was part of a larger dissertation study, examined high-level performance in groups of people with developmental disabilities and the instruction that facilitated such performance. Specifically, it focused on those aspects of instruction that appeared to be particularly effective in eliciting a high level of performance in musical performance groups. The participants for the study were directors of and the performers in five separate handbell choirs. The ringers in four of these handbell choirs (n=56) were individuals with mental retardation or developmental disabilities, whereas the performers in the fifth group consisted of individuals who did not have disabilities. Three major categories emerged from the data collected in the study, distributed cognitive load of producing a musical piece, scaffolding, and situated practice. Results found that the primary difference in the instruction by the directors of the groups with developmental disabilities was that directors adopted more of the cognitive load and planned for the task so that the ringers had less processing they had to manage. These directors also monitored the ringers in the group much more on a local level, for example, the mechanics of how an individual was ringing a bell. (Contains 41 references.) (CR)

ED 450 495   EC 308 250

Bills, Wendy; Johnston, Lance W.; Wilhelm, Robert; Graham, Leslie
Teach and Be Taught: A Guide to Teaching Students with Batten

year federally supported project to develop independence in 12 young children (ages 3-5) with deaf-blindness enrolled in the Portland (Oregon) Public Schools Early Intervention Program. The project focused on helping teachers learn to target communicative and cognitive learning opportunities across the entire spectrum of everyday classroom activities and thus increase students' independent behavior. The project model involved assessment of both child skills and the social and physical environment, intervention by embedding instruction into routine activities using logically occurring antecedents and consequences, and a targeted outcome of child mastery of the social and physical environments as evidenced by interactions with people and objects. Evaluation indicated successful integration of communication and cognitive skills instruction into classroom activities and increased independence for most of the children. However, the intervention did not succeed in teaching skills that involved manipulation of the physical environment to children with severe orthopedic impairment in addition to their vision and hearing impairments. The project produced an inventory and manual to help teachers identify natural cues for certain behaviors and arrange the social and physical environment to facilitate learning. (Contains 12 references.) (DB)

ED 450 513 EC 308 270

Rader, Rick, Ed.
Exceptional Parent, 2000.
PUB DATE- 00
NOTE- 1446p.; Published monthly.
LANGUAGE- English
EDRS Price- MF12 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Athletics; *Child Rearing; *Disabilities; Early Childhood Education; Educational Technology; Elementary Secondary Education; Family Environment; Health Services; Medical Research; Physical Mobility; Play; Recreation; Social Integration; Technology; Toys

This document collects the 12 monthly issues of Volume 30 of "Exceptional Parent," a magazine focused on practical advice for parents of children with disabilities. Most issues include a focus topic as well as articles on other issues, columns, reviews, and letters. The issues focus on the following areas: (1) an extensive resource guide; (2) early childhood; (3) promising medical research; (4) mobility; (5) recreation, sports, and play; (6) technology in education and daily living; (7) adolescence as a time of change, challenge, and transition; (8) health care; (9) education; (10) toys; (11) technology; and (12) family, friends, and the community. (DB)

ED 450 514 EC 308 271

Information Technology and People with Disabilities: The Current State of Federal Accessibility. Presented by The Attorney General to The President of the United States.
PUB DATE- 00
NOTE- 344p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); Agencies; *Civil Rights Legislation; *Compliance (Legal); Computer Software; *Disabilities; *Federal Government; *Information Technology; Office Machines; Telecommunications; World Wide Web

explanation of educational rights for parents in English and Spanish, a legal center order form, and parent publications listing different resources. (CR)

ED 450 533 EC 308 291

The Administrative Manual for Special Education Services (AMSES). Revised.
PUB DATE- 00
NOTE- 554p.; Formerly known as the "Administrative Manual: Programs for Exceptional Children," 6/20/96 revision.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Compliance (Legal); *Disabilities; Disability Identification; Discipline; *Due Process; Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Regulation; Financial Support; Individualized Education Programs; Private Schools; School Responsibility; Special Education; *State Regulation; Student Evaluation; Student Placement; Student Rights
IDENTIFIERS- *Delaware; *Individuals with Disabilities Educ Act Amend 1997

This manual addresses the state and federal requirements for the administration and delivery of services and supports for children with disabilities under the age of 21 in Delaware. It is designed to provide a single source of regulatory requirements which apply to programs for children with disabilities, a cross reference of federal and state requirements, a means for the improvement of quality and scope of programs, and a basis for monitoring. The manual is organized to follow the flow of processes related to the identification, evaluation, and placement of children. Pages utilize a three-column format: the left column contains index reference and key words; the next column contains the federal Individuals with Disabilities Education Act, Part B regulations published on March 12, 1999; and the right column contains the regulations of the Delaware Department of Education (DOE). The right column also contains Delaware DOE notes and applicable brief sections of the Delaware Code. Following the body of the manual, several appendices are provided, including sample forms, interagency agreements summary listings, other applicable DOE regulations of the State Board of Education, identification procedures for determination of a learning disability, sections of the Delaware Code, and definitions of key terms. (CR)

ED 450 534 EC 308 292

Hover, Stephen M.; Andrews, Jean F.
Critical Pedagogy in Deaf Education: Teachers' Reflections on Creating a Bilingual Classroom for Deaf Learners. Year 3 Report (1999-2000). USDLC Star Schools Project Report No. 3.
SPONS. AGENCY- Western Illinois Univ., Macomb.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 109p.; For other project reports, see ED 426 568 and ED 438 634.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

Control Association.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Guidelines; *Program Administration; Program Implementation; Public Schools
IDENTIFIERS- *Integrated Pest Management

This management kit introduces building managers to the concept of Integrated Pest Management (IPM), and provides the knowledge and tools needed to implement an IPM program in their buildings. It discusses the barriers to implementing an IPM program, why such a program should be used, and the general guidelines for its implementation. Managerial and monitoring reports for IPM program evaluation are provided along with guidance sheets for IPM buildings and information on the role of building managers responsible for pest control activities. Additional IPM guidance sheets are provided for business management staff responsible for recycling activities, waste disposal and disposal contracts, custodial services, landscape grounds design and maintenance, renovation and construction projects, building repair and repair contracts, food service managers, HVAC, electrical, plumbing, roofing, office workers, teachers, students, and condominium and apartment residents. The kit also contains sample evaluation and contact list forms along with a list of IPM and pesticide resources. (GR)

ED 450 555 EF 005 862

Evans, Deane
High Performance School Buildings. Resource & Strategy Guide.
PUB DATE- 00
NOTE- 77p.; Photographs may not clearly reproduce. With support from the California Energy Commission, National Concrete Masonry Association, Pacific Gas and Electric, Southern California Edison Company, the U.S. Department of Energy, the U.S. Department of Education/National Clearinghouse for Educational Facilities, and the U.S. Environmental Protection Agency.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; Guidelines; Public Schools; *School Effectiveness

This guide provides information on how to create schools that provide better learning environments for students and teachers, cost less to operate, and help protect the environment. The guide is organized into three core sections. The first provides an overview and two interrelated discussions on what is a high performance school building and why are such schools valuable. The second section provides issue-specific questions that decision-makers can ask their design team as a means of driving the project toward the highest achievable levels of performance. The final section contains 16, 2-page "briefs" that describe each of the key components which, when integrated as elements of "whole building" design, result in a high performance building. Each brief describes what the building block is, why it's important to students and teachers, as well as to the school's bottom line; how it can be incorporated into the school's design; how it influences other building

LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Curriculum; *Educational Objectives; Evaluation Criteria; Foreign Countries; *French; High Schools; Language Skills; Listening Skills; *Native Language Instruction; Oral Language; Reading Skills; Student Evaluation; Writing Skills
IDENTIFIERS- *Alberta

The report, entirely in French, describes Alberta's curriculum for high school French native language instruction, as revised in 1998. An introductory section offers background information on the curriculum's design, links between the core curriculum and French native language instruction, underlying principles of language instruction, the curriculum's objectives and organization, notes on its implementation, and discussion of student autonomy and evaluation. A subsequent section provides a summary of program aims and priorities and performance objectives for each skill area (culture and identity, oral communication, reading, and writing). Appended materials include an overview of French language teaching techniques, notes on French instruction within the francophone context in Alberta, and a table of basic learning skills that high school students should master. Contains 15 references. (JSS)

ED 450 577 FL 026 511

Francais: Programme d'etudes par annee scolaire. Francais langue premiere: Septieme annee (French: Yearly Curriculum. French as a Native Language: Seventh Year).
PUB DATE- 00
NOTE- 90p.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Curriculum; *Educational Objectives; Evaluation Criteria; Foreign Countries; *French; Grade 7; Junior High Schools; Language Skills; Listening Skills; *Native Language Instruction; Oral Language; Reading Skills; Self Evaluation (Individuals); Writing Skills
IDENTIFIERS- *Alberta

The report, entirely in French, describes Alberta's curriculum for seventh-year French native language instruction, as revised in 1998. An introductory section offers background information on the curriculum's design, links between the core curriculum and French native language instruction, underlying principles of language instruction, the curriculum's objectives and organization, notes on its implementation, and discussion of student autonomy and evaluation. A subsequent section provides a summary of program aims and priorities and performance objectives for each skill area (culture and identity, oral communication, reading, and writing). Appended materials include an overview of French language teaching techniques, notes on French instruction within the francophone context in Alberta, and a discussion of the integration of instructional themes and strategies for secondary students. Contains 15 references. (JSS)

ED 450 578 FL 026 512

Francais: Programme d'etudes par annee scolaire. Francais langue premiere: Huitieme annee (French: Yearly Curriculum. French as

DESCRIPTORS- Behaviorism; Cognitive Development; *Cognitive Processes; Cognitive Structures; *Constructivism (Learning); *Interlanguage; Learner Controlled Instruction; *Learning Processes; Second Language Instruction; *Second Language Learning

The demise of the behaviorist paradigm and the rise of the social, cognitive, and interactionist models of second language acquisition (SLA) have led to the understanding that constructivist mechanisms are part of the process. Given the variety of empirical findings and understandings research in the field has yielded, this study attempts to offer a framework that conjugates them. Following the interactionist view, this study highlights learner variables (cognitive and affective) and environmental variables, and their relationship, taking a control and information systems perspective. The SLA as a feedback process framework innovates in the description of the SLA process in that it draws on notions such as feedback and transfer functions borrowed from control and information systems. It also uses the time variable and acquisition variable transfer functions for both learners and interlocutors to demonstrate how dynamic SLA is. Finally, it indicates that interlocutors' power to manipulate interlanguage and to help learners destabilize it is limited. Learners' internal processes play a bigger role, especially attention mechanisms. (Contains 18 references.) (KFT)

ED 450 599 FL 026 618

Peterson, Susan S.
Pronunciation Learning Strategies: A First Look.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Cognitive Style; Diaries; Interviews; *Learning Strategies; *Pronunciation; Second Language Instruction; *Second Language Learning; Spanish

In recent years, articles about second language learning strategies and about second language pronunciation instruction have been on the increase. Surprisingly, there appears to be no published study to date that focuses on the relationship between pronunciation and learning strategies. This exploratory study focuses exclusively on documenting and categorizing learning strategies used for pronunciation learning. Diaries and interviews were used with 11 adult learners of Spanish to elicit qualitative data about the pronunciation learning strategies they use. Analyses of the diaries and interview transcripts revealed 21 specific pronunciation learning tactics. These, along with other pronunciation learning tactics gleaned from a literature review, were condensed into 12 basic pronunciation learning strategies and categorized based on Oxford's strategy classification system. This study provides evidence of a wider range of specific pronunciation learning tactics that have been previously documented. Two tables and 42 references are included. (KFT)

ED 450 600 FL 026 619

Ma, Jing Heng Sheng
Keys to Chinese Character Writing. Step-by-Step Directions to Writing Characters Quickly and Easily.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Policy; Cooperative Programs; Cultural Awareness; Educational Policy; Educational Quality; Financial Support; *Higher Education; Intercollegiate Cooperation; *International Educational Exchange; Legal Problems; *Policy Formation; *Program Development

This publication contains guidelines for U.S. institutions seeking linkages with institutions in other countries. It is the second revision of a document originally published in 1984. The guidelines are designed to help start the process, outline procedures to follow, and identify difficulties that might be avoided. Three types of linkages are identified: (1) friendship agreements without financial obligations; (2) program-specific linkages that may or may not have financial obligations; and (3) institutional linkages that commit the college or university to broad-based programs or exchanges. Sample agreements are included for each type of linkage. The first chapter discusses planning, including discussions of administrative structure, leadership, funding, choice of area, and the types of agreements. The second chapter provides some strategies for developing linkages, from appraising institutional capacity through the formal agreement. Chapter 3 reviews other considerations, such as financing, language, program quality comparisons, local laws and customs, and some other aspects of the linkage process. Five appendixes contain sample agreements and list useful publications, agencies, U.S. government resources, and Web sites for additional information. (SLD)

ED 450 624 HE 033 796

Minnesota's Post-Secondary Education Enrollment Data: Basic Data Series, 1999.
PUB DATE- 00
NOTE- 484p.; For the 1996 postsecondary enrollment report, see ED 445 568.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Attendance; College Bound Students; College Freshmen; Community Colleges; *Enrollment Trends; Full Time Students; Graduate Study; High School Graduates; *Higher Education; Part Time Students; Private Colleges; Public Colleges; Racial Differences; Sex Differences; State Colleges; Tables (Data); Technical Education
IDENTIFIERS- *Minnesota

This report presents data tables on fall 1999 enrollment at Minnesota's public and private postsecondary education institutions. An introduction and glossary precede the body of the report, which has four parts: (1) five-year summaries for each postsecondary institutions, including total enrollment, male and female enrollments, new entering student enrollments, and totals by type of institution; (2) residence data, including county of residence for new entering students and residency by state and foreign country for out-of-state students; (3) data on participation in postsecondary education, including participation rates of 1999 Minnesota high school graduates, distribution of new entering students by year of high school graduation, and participation rates by county of

DESCRIPTORS- Annotated Bibliographies; *Community Programs; Educational Practices; Educational Trends; *Higher Education; Models; *Outreach Programs; Partnerships in Education; Resources; *School Community Relationship

This CRitical Issues Bibliography focuses on higher education partnerships with the community. It is divided into: (1) general resources about the value of community and college partnerships and trends related to these collaborations; (2) model programs and best practices from programs and institutions that engage particular communities; and (3) ways to reward faculty for involvement in community partnerships. The annotated bibliography lists 23 resources, all available from the ERIC database. (SLD)

ED 450 647 HE 033 823

Whittington, M. Susie
Using Think-Aloud Protocols To Assess Cognitive Levels of Students in College Classrooms.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; College Faculty; *College Students; Higher Education; *Instructional Effectiveness; *Protocol Analysis; *Student Attitudes; *Teaching Methods

The cognitive levels of instruction of professors from the Pennsylvania Governor's School for the Agricultural Sciences (PGSAS) and the cognitive levels of thought among students were studied. The classes of 4 of 16 PGSAS professors were selected for analysis, and researchers recorded the frequency of observable teacher behaviors from each level of Bloom's "Taxonomy" in 6-minute intervals. Professors also completed a questionnaire about teaching skills and knowledge of cognitive levels of teaching. The second target population for the study was 64 scholars at the PGSAS during the summer of 1998. These subjects completed a questionnaire for background information before completing think aloud protocols about their thought processes during class. Findings show that professors were generally teaching at lower cognitive levels, with the most common teaching behaviors being basic elicitation of facts, verbalizing from or about graphic representations, and making generalizations or conclusions. When professors did teach at higher cognitive levels, the most common behaviors were producing unique communication and divergent ideas, showing interactions and relationships, and applying abstract knowledge. Students, however, primarily thought "random nonsense thoughts" during lectures. The implications of these findings are discussed, and some recommendations are made for improved instruction. (Contains 2 tables and 24 references.) (SLD)

ED 450 648 HE 033 824

Norfles, Nicole
Closing the Divide: Technology Use in TRIO Upward Bound Projects.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation

at the public institutions, and the undergraduate enrollment of African American students has increased by 36.4% since 1990. Graduate and professional school enrollments have grown by 13.2% at public institutions, and by 49.47% at independent institutions. The persistence to graduation rate was 45.52% at public universities for the 1993 cohort and 21.9% for the independent institutions since 1992. The percentage of students needing any remedial or developmental coursework at all public institutions was 51.9% in 1996 and 50.0% in 1999, and in fall 1999, only 1.2% of entering freshmen in public universities tool any remedial level coursework. The ACT Assessment scores of entering freshmen at the public schools were slightly below the national norm, but College Board average scores exceeded the national norm. Teacher education program completers in public and independent institutions increased 23.9%, with a three-fold increase in the numbers of African American graduates from teacher education programs at public universities. Information is also given on student placement rates, research and public service expenditures, and student financial assistance. Twenty-two appendixes contain tables of data about the enrollment and performance of Tennessee college students. (Contains 46 figures and 22 tables.) (SLD)

ED 450 669 HE 033 845

Preparation of California Public High School Graduates for College, 1996 to 1999. Factsheet.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Asian American Students; Black Students; College Bound Students; *College Preparation; Ethnicity; *High School Graduates; High Schools; Higher Education; Hispanic American Students; *Student Characteristics
IDENTIFIERS- *California; Fact Sheets

This factsheet describes important changes in the academic characteristics of recent high school graduates that relate directly to university eligibility and student preparation. Data show that by ethnic-racial group, in 1999, 55% of Asian graduates and 41% of White graduates completed the university-preparatory curricula, while only 26% of Black graduates, 22% of Latino graduates, and 23% of Native American students did so. Between 1996 and 1999 the percentage of graduates who completed Advanced Placement (AP) examinations rose from 14.6% to 16.3%, but large disparities continue to persist in AP participation by racial/ethnic group, with the participation of Asian test takes (31.4%) nearly twice the overall rate of 17.9%, and the AP rate for Black students less than half the overall rate. The number of students taking the Scholastic Assessment Tests (SAT) has increased by 15.9% from 1996 to 1999 and the number of students taking the ACT Assessment increased by 16.7%. The average SAT verbal score has increased by 2 points since 1996 but is still below the national mean. The SAT mathematics score, however, has risen to a few score points above the national mean. Statewide SAT performance appears to be associated to some degree with socioeconomic status, as does the average ACT score, which has also increased slightly. (SLD)

ED 450 670 HE 033 846

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Educational Technology; Elementary Education; *Information Technology; Inservice Teacher Education; *Instructional Development; Internet; *Technology Planning; Training
IDENTIFIERS- Technological Change; *Technology Integration; Web Sites

This workbook offers teachers, superintendents, curriculum directors, and site principals step-by-step guidance to incorporate technology into the elementary school environment. The following chapters are included: (1) "The Challenge of Building a Quality Technology Program"; (2) "Creating a School Context for Technology Change"; (3) "Focusing the Curriculum with Concept-Based Instruction"; (4) "The Essential Components of a Quality Technology Plan"; (5) "Using Grade-Level Technology Skills to Enhance the Curriculum"; (6) "Acquiring Tools: Hardware and Software"; (7) "Using the Internet to Enhance Curriculum and Instruction"; (8) "Training School Staff through Collaborative Models"; and (9) "Management of the Technology Environment." Includes a list of World Wide Web sites and an Internet glossary. (Contains 24 references.) (MES)

ED 450 689 IR 020 333

Ainley, Mary; Bourke, Valerie; Chatfield, Robert; Hillman, Kylie; Watkins, Ian
Computers, Laptops and Tools. ACER Research Monograph No. 56.
PUB DATE- 00
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Action Research; Coding; *Computer Attitudes; *Computer Uses in Education; Educational Technology; Foreign Countries; Junior High Schools; Qualitative Research; Student Attitudes; *Student Journals; Tables (Data); Teacher Surveys; Teaching Methods; Use Studies
IDENTIFIERS- Australia; *Laptop Computers; Parent Surveys

In 1997, Balwyn High School (Australia) instituted a class of 28 Year 7 students to use laptop computers across the curriculum. This report details findings from an action research project that monitored important aspects of what happened when this program was introduced. A range of measures was developed to assess the influence of the use of laptops on students' perceptions of their own learning. Some observations relating to teaching methodology and teacher perceptions of student performance were also collected. Diary formats completed by the students were used to identify what students were thinking about what was happening in their schooling as they carried their laptop from class to class each day. A coding system was then applied to a variety of diary formats to build up a picture of what the laptops and computers in general meant for student learning. Five coding categories depicted the computer as a tool for getting schoolwork done, with its own special procedures to learn, for access to knowledge and information, for presentation of work, and for playing games. Data collection also included a survey completed by teachers of laptop classes and control classes, and a transition survey concerning satisfaction with the school program completed by parents of a sample of Year 7 students. Includes 15 tables and figures. (Contains 34 references.) (MES) space; and ownership/copyright issues. (AEF)

ED 450 708 IR 020 589

Sheppard, Bruce; Boone, Wilbert; Stevens, Ken
Information Technology, Innovation and Success in a Small Rural School.
PUB DATE- 99
NOTE- 14p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Access to Information; Case Studies; *Computer Mediated Communication; Computer Networks; Computer Uses in Education; Educational Development; *Educational Technology; Elementary Secondary Education; Foreign Countries; Information Technology; Outreach Programs; Rural Areas

This paper reports on a case study of one rural school, Genesis Academy (a pseudonym), in Canada's most eastern province, Newfoundland and Labrador. Genesis Academy has been recognized as an innovative school in respect to the integration of information and communication technology (ICT) in the teaching and learning environment. This case study is part of a larger study that is focused on the assessment of the impact of two outreach projects on student learning and the development of ICT in K-12 classrooms. The first project, STEM Net, was initiated in 1993 by the vice-president of Memorial University of Newfoundland. Its goal was to design and develop a province-wide computer network for all K-12 educators in Newfoundland and Labrador. STEM Net, still in operation, was a founding member of the second project, SchoolNet, which was established by Industry Canada in partnership with the provinces and territories. SchoolNet operations in Newfoundland and Labrador are essentially managed through STEM Net, with a similar goal. This paper describes the influence of STEM Net and SchoolNet on students and teachers, the technology infrastructure and resources, the classroom use of ICT, and the approaches to professional development and leadership that have contributed to successful implementation. Findings suggest that while the outreach projects have positively influenced the implementation of ICT, the factor that distinguishes this one school from other less successful project schools is its collaborative model of leadership. (Contains 20 references.) (AEF)

ED 450 709 IR 020 590

Bruwelheide, Janis H.
Intellectual Property and Copyright: Protecting Educational Interests and Managing Changing Environments.
PUB DATE- 99
NOTE- 11p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computer Uses in Education;

World. A Report on Career Exploration and Preparation for Young People.

PUB DATE- 00

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; Career Academies; Career Choice; *Career Education; Change Strategies; Disadvantaged Youth; *Education Work Relationship; *Educational Improvement; Employment Programs; *High Schools; Integrated Curriculum; Job Training; Occupational Information; Out of School Youth; Partnerships in Education; Program Implementation; School Business Relationship; School Community Relationship; *Work Experience Programs; Young Adults; *Youth Employment; Youth Programs

This publication describes the following six programs designed to improve education and employment preparation for adolescents and funded by the Wallace-Reader's Digest Funds: (1) High Schools that Work, a national initiative that assists more than 1,000 high schools in 22 states as they upgrade their rigor and improve their quality of instruction; (2) the Career Academy Support Network that assists in the development of career academies--small, thematically-focused schools that integrate academic and career curricula, give personal support to students, and create linkages with employers; (3) Communities and Schools for Career Success builds connections between schools and communities to provide career-related experiences for young people; (4) Benchmark Communities Initiative provides project- and work-based learning experiences for students, integrates academic and career-related curricula, and helps school systems assess student progress; (5) National Youth Corps Training Program of the National Association of Service and Conservation Corps offers work experience, education, skills training and counseling to low-income young people ages 16 -25 who have left school with inadequate skills; and (6) YouthBuild Affiliated Network provides technical assistance and training to 70 local programs that voluntarily pledge to meet high standards of quality. The program descriptions include an outline of the distinctive features of the program model; a closer look at the people involved; and lessons learned. (KC)

ED 450 221 CE 081 336

Off-Campus Education Guide for Administrators, Counselors & Teachers.

PUB DATE- 00

NOTE- 179p.; Replaces 1997 edition. For 1995 edition, see ED 391 916.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Admission Criteria; *Apprenticeships; *Cooperative Education; Developed Nations; *Education Work Relationship; Educational Legislation; Extension Education; Foreign Countries; Marketing; Partnerships in Education; Postsecondary Education; Program Administration; Program Development; Program Evaluation; *Program Implementation; Public Relations; Safety; School Business Relationship; School Community Relationship; Secondary Education; Student Evaluation; Student Placement;

Program Evaluation; Recidivism; Recruitment; Social Support
Groups; State Programs; *Statewide Planning; Vocational
Adjustment; *Vocational Rehabilitation; Workbooks
IDENTIFIERS- Georgia; Parolees; *Texas

Texas's Project RIO (Re-Integration of Offenders), which was developed in cooperation with the National Institute of Justice, National Institute of Corrections, and U.S. Department of Education's Office of Correctional Education, began in 1985 as a two-city pilot program to place parolees in jobs. Project RIO has since expanded steadily and now employees more than 100 staff members in 62 offices who provide job placement services to nearly 16,000 parolees annually in nearly every county in Texas. Project RIO serves parolees through full-service offices in Texas' seven largest cities, balance of state offices in smaller jurisdictions, and itinerant service providers. Six months before their release, inmates participating in Project RIO receive the following services: assessment and testing; assistance in gathering employment-related documentation; job readiness training; assistance in completing self-paced employability and life skills workbooks; and a 65-day life skills program. The following services are provided to inmates after their release: outreach, recruitment, and intake; job preparation; job placement; and follow-up services to meet medical and various personal needs. Project RIO has placed 69% of more than 100,000 ex-offenders since 1985. Participation in RIO is a statistically significant predictor of post-release employment. Efforts to replicate the RIO model in Georgia are now under way. (Six contact persons and three World Wide Web sources of additional information are listed.) (MN)

ED 450 239   CE 081 386

Finn, Peter
Washington State's Corrections Clearinghouse: A Comprehensive
Approach to Offender Employment.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Adult Education; Adult Learning; Agency Cooperation;
*Clearinghouses; Community Colleges; Community Organizations;
Coordination; *Correctional Education; Correctional
Rehabilitation; Delivery Systems; Developmental Continuity;
Directories; Drug Rehabilitation; Employment Services;
Integrated Curriculum; Job Placement; Job Training; Labor Force
Development; Linking Agents; Material Development; *Prisoners;
Program Effectiveness; Resource Materials; State Agencies;
State Programs; *Statewide Planning; Substance Abuse; Systems
Approach; Two Year Colleges; *Vocational Rehabilitation
IDENTIFIERS- Parolees; *Washington

Since 1976, the Correctional Clearinghouse (CCH), which is a unit of the Washington State Employment Security Department, has been committed to preparing offenders for the workplace and finding employment. The CCH's principal service delivery strategies are as follows: (1) providing direct services (teaching job readiness courses in prisons and contracting with community-based organizations to provide job search assistance to ex-offenders); (2) brokering services available from other agencies (helping a community college and state agency establish a for-credit college program integrating job search assistance with substance abuse treatment for ex-offenders in recovery); and (3) coordinating activities across agencies making by various actors in the arena of skills formation in Great Britain on the basis of existing research knowledge. Since individual decisions are situated in a complex institutional arena, two of the most important contextual relationships--schools and employers--were analyzed prior to assessing the determinants of individual decision making. These two areas of complexity in analysis of individuals' decision making were identified: large number of different types of actors and different geographical contexts for typical skill formation. Different actors had differing perceptions and different goals. Main areas of employers' interests in skill formation were reproduction of the work force, expansion of skills, and changing skills. Schools had at least these two sets of contradictory goals: to develop student competence to the best and highest level and to produce people who enter the world of work with the right attributes for employment. Outcomes involved an interaction between this broad institutional environment and various cognitive filters that operate upon individuals' decision making. Individuals' cognitive maps of training, learning, and skills formation were determined by a range of social factors, gender, social class, and ethnicity. Arenas for future action were the school system, improved career information, and social exclusion, gender, social class, and ethnicity. (Contains 116 references.) (YLB)

ED 450 257   CE 081 409

Campbell, Mike; Chapman, Rachael; Hutchinson, Jo
Spatial Skill Variations: Their Extent and Implications. Skills Task Force Research Paper 14.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Articulation (Education); Developed Nations; Differences; *Economic Impact; Economic Progress; Education Work Relationship; *Employment Qualifications; Foreign Countries; Geographic Location; *Geographic Regions; *Job Skills; *Labor Force; Outcomes of Education; *Regional Characteristics; Salary Wage Differentials
IDENTIFIERS- *England

This paper examines the extent, nature, and implications of spatial variations in skill levels across England. Section 2 sets out reasons why skill levels should be important to localities and their economic potential by outlining their growing importance and the way in which they are connected to economic well-being. Section 3 sets out the extent and nature of spatial skill variations in England, considering different measures of the qualifications (used as a proxy for skills) of the labor force and the qualifications of young people at school. Section 4 examines the relationship at a local level between the skill levels of the work force and those of the school population to consider the possibility of a systemic skills condition across localities. Section 5 sets out to assess the relationship between the spatial skill variations found and various indicators of local economic performance--employment, competitiveness, earnings, and deprivation. Section 6 sets out the main implications of the findings. (Contains 24 references.) (YLB)

ED 450 258   CE 081 410

Penn, Roger; Holt, Richard

NOTE- 29p.; For Australia's 1997-2000 Strategy, see ED 434 267.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Comparative Analysis; Cooperative Planning; Coordination; Delivery Systems; Education Work Relationship; *Educational Assessment; Educational Change; Educational Cooperation; Educational Finance; Educational Needs; Educational Objectives; Educational Principles; Educational Quality; *Educational Research; Employment Qualifications; Equal Education; *Evaluation Methods; Financial Support; Foreign Countries; Futures (of Society); Government School Relationship; Information Dissemination; Innovation; International Educational Exchange; International Programs; Job Training; Labor Force Development; Learning Processes; Lifelong Learning; National Organizations; *National Program Australian National Training Authority; *TAFE (Australia)
IDENTIFIERS- Australian National Training Authority; *TAFE (Australia)

Australia's second National Research and Evaluation Strategy for Vocational Education and Training (VET), which covers the period 2001-2003, builds on the following major themes contained in the first national strategy, which covered 1997-2000: stakeholder orientation, national coordination, and the importance of effective dissemination. The second national strategy also specifies the following new priorities, which were identified through consultations with VET stakeholders in 1999-2000: (1) the economics of VET; (2) lifelong learning and the social and community impact of VET; (3) innovation and the changing skills of Australia's work force; (4) transitions from education to work; (5) the VET provider; (6) the quality of teaching and learning; (7) outcomes of VET; (8) equity in VET; (9) international comparisons of VET; and (10) future development of the VET sector. Other topics addressed in the second national strategy include the following: supporting the National Strategy for Vocational Education and Training 1998-2003; the role of the National Centre for Vocational Education Research; the role of the National Managed VET Research and Evaluation Program; the role of the Australian National Training Authority key research centers and partners; the dissemination of VET research; and Australia's place in the international VET research community. (MN)

ED 450 274 CE 081 434

Pearson, R.; Jagger, N.; Connor, H.; Perryman, S.
Assessing the Supply and Demand for Scientists and Technologists in Europe. IES Report 377.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 01
NOTE- 212p.; Produced with P. Marey, A. de Grip, and F. Corvers.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Career Development; Career Ladders; Data Collection; Definitions; Econometrics; Education Work Relationship; Educational Demand; Educational Needs; Educational Research; Employer Attitudes; Employment Level; Employment Opportunities; Employment Projections; Employment Qualifications; Enrollment Trends; Entry Workers; Evaluation Methods; Foreign Countries; Graduates; Information Needs; Information Technology; Job Skills; *Labor Needs; *Labor Supply; Labor Turnover; Literature

Nurseries (Horticulture); *Performance Based Assessment; Plant Growth; Plant Identification; Plant Propagation; Records (Forms); Salesmanship; Secondary Education; *Statewide Planning; *Student Evaluation; Turf Management; Workshops
IDENTIFIERS- *Ohio

This document contains materials about and from a workshop that was conducted to help Ohio horticulture teachers learn to document student competence through effective performance assessments. The document begins with background information about the workshop and a list of workshop objectives. Presented next is a key to the 40 performance assessments that are included. A blank performance assessment form is provided for use in developing assessments for competencies not included in the document. A performance critique is provided to assist teachers in evaluating existing and newly developed performance assessments. The remainder of the document consists of the 40 performance assessments, which were developed by Ohio horticulture teachers and which contain the following components: Ohio Competency Analysis Profiles (OCAP) program name; unit number and title; competencies addressed by the performance assessment; terminal performance objective (outcome); competency builders/pupil performance objectives (criteria); list of applied academics competencies; list of equipment, supplies, and other resources to be provided; and list of preparations before the assessment starts. The following are among the agriscience and horticulture topics for which performance assessments are included: marketing and sales; floral design; greenhouse plant production; turf and landscape operations; nursery and garden operations; and soils. (MN)

ED 450 290   CE 081 493

Invitational Seminar on the Delors Report: "Learning--The Treasure Within" (Adelaide, South Australia, Australia, November 17, 1998).
PUB DATE- 99
NOTE- 85p.; For the "Delors Report," see ED 418 902.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Academic Standards; Accountability; Adult Education; *Adult Learning; Adult Literacy; Adult Students; Articulation (Education); Change Strategies; Citizenship Education; Continuing Education; Curriculum; Delivery Systems; Economic Development; Education Work Relationship; *Educational Needs; Educational Objectives; Educational Research; Educational Technology; Flexible Progression; Foreign Countries; Futures (of Society); Global Approach; *Lifelong Learning; Literacy Education; Models; Needs Assessment; Parent School Relationship; Postsecondary Education; Professional Development; *Regional Planning; *School Business Relationship; School Community Relationship; Seminars; *Asia Pacific Region; *Australia (South Australia); Learning Patterns; TAFE (Australia)
IDENTIFIERS- *Asia Pacific Region; *Australia (South Australia); Learning Patterns; TAFE (Australia)

This document contains information about, from, and related to a seminar that was convened to bring together senior members of all sectors of education with representatives of business to examine the "UNESCO (United Nations Educational, Scientific, and Cultural Organization) Report on Education for the 21st Century" (also known as the Delors Report). "Introduction" (John P. Keeves) presents an overview of the seminar's purpose, adolescent males and females. (Contains 5 tables and 25 references.) (JDM)

ED 450 310   CG 030 733

Lewis, Robin Marie
The Relationship between Attachment and Eating Disorders: A Review of the Literature.
PUB DATE- 00
NOTE- 47p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Anorexia Nervosa; *Attachment Behavior; *Bulimia; Eating Disorders; Etiology; *Identification (Psychology); Literature Reviews; *Psychological Patterns; Psychopathology

A review was conducted of literature published over the past 15 years pertaining to attachment factors associated with the formation of anorexia and bulimia nervosa. This review first aims to shed light on the connections between disruption in attachment and psychological disturbances underlying eating disorders. The second purpose is to encourage further exploration of the etiology of eating disorders as related to attachment with the hope that additional studies will help in the treatment and prevention of their occurrence. The review is divided into two parts. Part 1 provides definitions of the constructs examined and explains the theoretical formation on which the research is based. Part 2 addresses methodological considerations crucial to the examination of the scope of the research presented. Although there is an association between attachment functions and eating disorder pathology, the literature does little to advance an understanding of how disturbances in development of secure attachment relate to subsequent manifestation of symptoms of eating disorders. Ideas are advanced on what research is necessary to illuminate perspective or developmental course of eating disorders. (Contains 76 references.) (JDM)

ED 450 311   CG 030 734

Inhalant Abuse. Research Report Series.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Children; *Drug Education; *Health; *Substance Abuse
IDENTIFIERS- *Inhalants; Nitrates

Although many parents are appropriately concerned about illicit drugs such as marijuana, cocaine, and LSD, they often ignore the dangers posed to their children from common household products such as glues, nail polish remover, lighter fluid, spray paints, deodorant and hair sprays, canned whipped cream, and cleaning fluids. Many young people inhale the vapors from these sources in search of quick intoxication without being aware of the serious health consequences that can result. Through scientific research, much has been learned about the nature and extent of inhalant abuse, its pharmacology, and its consequences. This research has brought the picture of inhalant abuse in our Nation into focus and pointed to the dangers and the warning signs for parents, educators, and clinicians. This report provides a compilation of the latest scientific information concerning inhalant abuse. It defines inhalants;

work students to increase their self awareness. This workshop presents the background, purpose, and results of the MBTI and provides examples of how the MBTI can be utilized in social work classrooms. Ordering information and cautions in utilizing the MBTI are addressed to help social work educators consider utilizing it in their classrooms. (Contains 13 references.) (Author/JDM)

ED 450 333   CG 030 790

Boesel, David
Student Attitudes toward High School and Educational Expectations.
PUB DATE- 01
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Antisocial Behavior; Career Planning; Expectation; *High School Students; High Schools; Outcomes of Education; *Student Attitudes; Trend Analysis

This paper is part of a larger study on student disaffection with high school. It examines changes in student's attitudes towards school over the past 25 years and relates them to educational expectations. It considers how important high school students think their education is for getting a good job and for later life; how well they like school and the courses they take; and how likely they are to express negative attitudes about school and to engage in anti-social behavior The data is part of the larger Monitoring the Future Study, which examines changing attitudes and opinions of high school seniors. The trends noted in student enrollment, attitudes, and opinions include: (1) the proportion of high school students who expect to graduate from college has grown remarkably; (2) there is a growing competition for grades; (3) there is an increased awareness of relevance of education to student's occupational future; and (4) there is a growing dissatisfaction with school. Seniors who anticipated some postsecondary education were as likely as high school only groups to support anti-social behavior. Appendix One is "Student Attitude and Behavior Variables" and Appendix Two is "Data and Figures." (Contains 11 references.) (Author/JDM)

ED 450 334   CG 030 791

Sweeney, James F.; Sweeney, Dorothy D.
Frequent Visitors to the School Nurse: The School Psychologist's Role.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Literature Reviews; Peer Relationship; Psychological Patterns; *Psychosomatic Disorders; *School Health Services; *School Nurses; *School Psychologists; Stress Variables; *Student

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Trends; Effective Schools Research; Elementary Education; *Literacy; Literature Reviews; Poverty; *Reading Achievement; *Reading Instruction; *School Effectiveness; Teacher Effectiveness
IDENTIFIERS- Exemplary Teachers; Outstanding Teachers

In an effort to share the good news about what can be done to increase learning and achievement for students in high poverty schools, the research has been combed to pinpoint instructional and organizational factors that lead to student success. Specifically examined were how and why some schools across the country are attaining greater than expected reading achievement with populations of students who are at risk for failure by virtue of poverty. Emphasis is on the terms "instructional" and "organizational," for a thorough reading of the research leads to the conclusion that only when both classroom level (instructional) and school level (organizational) are attended to can aspirations be met to improve literacy for all students. A review of the literature on effective teachers and schools is "surprisingly convergent." Effective teachers have excellent classroom management skills and provide scaffolded, balanced literacy instruction, often in small groups, characterized by explicit instruction in skills and strategies as well as frequent opportunities for students to read, write, and talk about text. Effective schools are typically characterized as learning, collaborative communities in which staff assume a shared responsibility for all students' learning, monitor progress as a way of planning instruction for groups and individuals, help one another learn more about the art and science of teaching, and reach out to the families they serve. (Contains 3 tables and 29 references.) (HKA)

ED 450 354 CS 014 290

Allington, Richard L.
Effects of Reading Policy on Classroom Instruction and Student Achievement. CELA Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 37p.; Paper produced for "Curriculum Wars: Alternative Approaches to Reading and Mathematics," a conference at the Kennedy School of Government, Harvard University, sponsored by the Program on Educational Policy and Governance (October 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Educational Policy; *Educational Practices; *Educational Research; Elementary Education; *Politics of Education; *Reading Instruction; *Student Evaluation
IDENTIFIERS- *Policy Implementation; Policy Implications; Policy Issues

Every 30 years or so, a very public yet personal debate about the nature of appropriate reading instruction emerges in the media and in the policy talk in legislative venues. It manifests itself in a "code-emphasis" vs. "meaning-emphasis" dichotomous debate that wears on the teaching profession at the same time that it sells newspapers and advances political careers and agendas. At the present time, the country is enmeshed in the

Epistemology; *Freshman Composition; Higher Education; *Student Attitudes; Student Surveys; *Writing Attitudes; *Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Composition Theory; Meaning Construction

A study examined the developmental epistemologies of first-year university students at a comprehensive university, based on the idea that students often come to the university in intellectual transition which may affect their epistemological stances toward writing. The students' comments as reported from a survey fall into seven categories: topic, topic choice, content, and meaningfulness; opinion, personal experience, sources, interpretation, and plagiarism; grades; form, grammar, style, length, and thesis statement; assignments, assignment specifications, due dates, and classroom quirks; creative expression; and distrust, power issues, effort, and cheating. Findings suggest: students prefer choice both in topics and in response; students arrive with histories which often include writing experiences that were not always conducive to good writing; teachers must be aware that style may be explained as opinion, convention, suggestion, or choice; and teachers need to refigure, re-theorize, or reconceptualize opinion/argument papers, perhaps choosing the business report/ recommendation format instead. Contains 46 references. An appendix contains the survey instrument. (EF)

ED 450 375   CS 217 388

Beaupre, Barbara
Practicing Academic Discourse with the Developing Writer: The Role of the College Writing Center.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Discourse; Higher Education; *Student Needs; *Tutors; *Writing Assignments; *Writing Instruction; *Writing Laboratories; Writing Strategies
IDENTIFIERS- *Tutor Role

The assumption for many college professors is that academic discourse is a hallmark of the educated, a form of communication accepted and expected both academically and professionally. Typically, academic discourse entails the conventions of a particular discipline's writing form. A writing center tutor and administrator must find ways to teach both grammatical correctness and the terms that explain classroom concepts. This is necessary for students to develop the writing strategies that will help them succeed in class and satisfy the expectations of colleagues across campus who expect clear writing as a component of academic success. Determining purpose and assessing what a student has produced provide a starting point for considering strategies that might improve writing clarity. In the writing center, the writing tutor can provide valuable modeling for the student by presenting the language to interpret assignment directions, and the tutor can model recognized terminology to help a student understand more complex concepts. The tutor is continually providing the language of academic discourse for the student to begin using to identify what he/she has already been doing. Linda Flower between the increases in test scores and active class participation; (4) students feel they learn more when working in cooperative learning groups; and (5) students were more willing to assume a leadership role when only a few students were involved. Findings suggest that cooperative learning groups work to increase active participation and lessen the competition between students. Further research should determine whether cooperative learning will result in higher test scores when used with a heterogeneously mixed group. (EF)

ED 450 397 CS 217 443

Teaching Skills of Peace through Children's Literature. 2000 Edition.
PUB DATE- 00
NOTE- 150p.; This resource was developed and revised for the Ohio Commission on Dispute Resolution and Conflict Management by the Ursuline Academy of Cleveland, OH.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Child Behavior; *Childrens Literature; *Conflict Resolution; Elementary Education; *Emotional Development; *Reading Material Selection
IDENTIFIERS- Behavior Modeling; *Reading Uses

This booklet provides parents, librarians, child care workers, and teachers with tools for assisting children in understanding their experiences. The books listed in the chart and described in the approximately 700-item annotated bibliography were chosen for content helpful to children in dealing with the concepts and behaviors which are part of early childhood development. Section one (Conflict Management and Dispute Resolution) includes the following sections: Purpose; About This Revision; Conflict Management and Young Children; Understanding Conflict; Understanding How Emotions Influence Conflict; Communicating Emotions Appropriately; Improving Communication Skills; Reaching Resolution; and A Dispute Resolution Process. Section two (Conflict Management Materials) includes the sections: Introduction to Materials; Book Chart (listing all books in the annotated bibliography); and the approximately 700-item annotated bibliography. Contains 15 annotated references. (EF)

ED 450 398 CS 217 444

Language Arts Rationale: A Vision for Arizona's Students.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; *Knowledge Level; *Language Arts; Listening Skills; Reading Skills; *Skill Development; *State Standards; Writing Skills
IDENTIFIERS- Arizona; Skill Profile; Standard Setting

The ultimate purpose of the language arts standards presented in this document is to ensure that all students be offered the opportunities, the encouragement, and the vision to develop the language skills they need to pursue lifelong goals, including

ED 450 418 CS 217 469

Lonigan, Christopher J.; Whitehurst, Grover J.
Getting Ready To Read: Emergent Literacy and Family Literacy.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Administration for Children and Families (DHHS), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; Early Intervention; *Emergent Literacy; *Family Literacy; Literature Reviews; Preschool Education; Program Evaluation; Reading Readiness; Reading Research; *Student Needs
IDENTIFIERS- Even Start; Policy Implications

A recent analysis of Even Start, the federal family literacy program, has concluded that the relative emphasis in many local programs has shifted too far toward background issues of family functioning and too far away from focused efforts to enhance literacy skills (Haslam, 1998). In keeping with this analysis, the time seems to be right for a renewed emphasis on children's literacy within family literacy programs. Noting that the last decade has seen an explosion of research in the development of reading in children and on the precursors within the preschool period of reading readiness which has provided fundamental insights into the nature of reading, this paper seeks to present a brief survey of this new knowledge base, with the particular aim of highlighting work that is relevant to family literacy programs. The paper focuses on examining research on emergent literacy and its components. The data examined indicate that there are a number of interventions for preschool and early grade school children that make a significant impact on the key emergent literacy skills of children. The paper then discusses policy implications for family literacy programs. Contains a figure and 167 references. (HKA)

ED 450 419 CS 217 470

Stern, Lois W.
Selecting Quality Literature for Your Child: Lessons from the Caldecott Award Winners.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; *Picture Books; Reading Aloud to Others; *Reading Material Selection; *Recreational Reading; Young Children
IDENTIFIERS- *Caldecott Award; *Personalized Stories

The Caldecott Awards are presented annually for the most distinguished American picture book(s) published for children. Invariably these books are well written and illustrated and frequently touch an inner core. Here are some of the messages the Caldecott winners can pass along: a book should be a pleasure to hear; a book should help a child absorb the words, rhythms, and tones of the language that surrounds him or her; a book should evoke emotional appeal; and a book should create a approaching advocacy work with the understanding that advocacy groups have a greater impact on the direction of educational change if they have a well-thought-out advocacy strategy. The information is based on an international conference of nongovernmental organizations that was held in 1999. The handbook is divided into six chapters. Chapter 1 explains why education advocacy is needed and examines the mechanisms for change and the importance of a planned but responsive process. The next chapter looks at the elements that should be changed and how to decide upon a specific change objective. The third chapter discusses how change can come about, paying particular attention to the political context and the education reform process. Chapter 4 explores who has an interest in change and the need to hear the voices of children, parents, teachers, and civil-society groups. The fifth chapter outlines how to plan advocacy approaches and activities, including action research, policy analysis, and lobbying, and the last chapter discusses the importance of evaluating the effectiveness of advocacy campaigns. An appendix presents two case studies. (RJM)

ED 450 440 EA 030 815

Erickson, H. Lynn
Stirring the Head, Heart, and Soul: Redefining Curriculum and Instruction. Second Edition.
PUB DATE- 01
NOTE- 256p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Concept Formation; Concept Mapping; Curriculum; *Curriculum Design; Educational Change; Elementary Secondary Education; Evaluation; *Fundamental Concepts; Instructional Development; *Instructional Improvement; Instructional Innovation; Interdisciplinary Approach; Political Influences; *School Community Relationship; *Social Influences

This work reviews curricular designs, providing educators a practical structure for making curricular decisions. Chapter 1, "Making Change in a Changing World," argues that an appreciation of the role of pressure groups and partnerships is essential to a quality education plan. Chapter 2, "Concept-Based Curriculum," explores the history of the concept-based curriculum, and offers numerous evaluative tools. Chapter 3, "State Academic Standards and Local Curriculum Frameworks," explains the importance of adopting a tripartite model of curriculum design. Chapter 4, "Designing Interdisciplinary, Integrated Curricula," presents a detailed model for content integration. Chapter 5, "Concept-Based Units: Samples and Questions," provides diagrams, guiding questions, and a review of relevant models. Chapter 6, "Assessing and Reporting Student Progress," reviews the form and function of alternative assessment tools. Chapter 7, "Concept-Based Instruction," suggests instructional strategies and activities relating to concepts, principles, and transferable ideas. Chapter 8, "Stirring the Head, Heart, and Soul: Creating a Love of Learning," stresses the importance of teacher-student engagement. (Contains a glossary, 56 references, and a 10-page index.) (TEJ)

ED 450 441 EA 030 817

Odden, Allan; Archibald, Sarah

Shaping School Culture: The Heart of Leadership.
PUB DATE- 99
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Administrator Effectiveness; Educational Change; *Educational Environment; *Educational Principles; Elementary Secondary Education; Futures (of Society); Leadership Qualities; *Leadership Responsibility; Mythology; *School Community Relationship; *School Culture; *Social Environment; Student Subcultures; Values
IDENTIFIERS- Ganado Primary School AZ

Reforms that strive for educational excellence will fail unless they are meaningfully linked to schools' unique cultures. Chapter 1, "Introduction: The Case for School Culture," discusses the impact of culture on achievement, reform, and learning. Chapter 2, "Schools as Tribes," examines a school that transformed itself through a positive learning culture. Chapter 3, "Vision and Value: The Bedrock of Culture," describes the importance of a meaningful purpose and shared values in describing desired changes. Chapter 4, "Ritual and Ceremony: Culture in Action," reveals the relevance of school rituals, traditions, and ceremonies. Chapter 5, "History and Stories: The Importance of Symbolic Lore," explores the influence of history on culture. Chapter 6, "Architecture and Artifacts, The Potency of Symbols and Signs," highlights architecture, mottos, words, and actions as key school symbols. Chapter 7, "Putting It Together: Three Schools," illustrates how leadership shapes culture in three case studies. Chapter 8, "Eight Roles of Symbolic Leaders," describes how leaders shape culture in their roles as historians, anthropologists, poets, and healers. Chapter 9, "Pathways to Successful Culture," examines how leadership can build a positive school culture through consideration of core purposes, energy, and all the elements of culture. Chapter 10, "Transforming Toxic Cultures," relies on extensive interviews with practitioners to describe features found in negative cultures. Chapter 11, "Connecting School and Community Culture," explores linkages among students, teachers, staff, administrators, parents, and the broader community. Chapter 12, "Conclusion: The Future of Schools," suggests that school leaders who want to build and maintain successful cultures must take advantage of opportunities as they arise. (Contains references and an index). (TEB)

ED 450 457 EA 030 874

Carver, John; Carver, Miriam Mayhew
Reinventing Your Board: A Step-by-Step Guide to Implementing Policy Governance. The Jossey-Bass Nonprofit and Public Management Series.
PUB DATE- 97
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Board Administrator Relationship;

category, the number of staff employed by public elementary and secondary school systems and the number of public-school graduates. (RJM)

ED 458 473 EA 030 894

Mayer, Daniel P.; Mullens, John E.; Moore, Mary T.
Monitoring School Quality: An Indicators Report. Statistical Analysis Report.
PUB DATE- 00
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Policy Formation; *School Culture; *School Effectiveness; *Teacher Effectiveness; Teachers

This report explores why some schools may be better than others at helping students learn. It responds to the congressionally mandated Special Study Panel on Education Indicators, which asked the National Center for Education Statistics to examine indicators of the health of the nation's educational system. The report reviews the literature on school quality and is intended to help policy makers and researchers understand those characteristics that are most likely related to student learning. It identifies the availability and reliability of national indicators and assesses the current status of schools by examining and critiquing these national indicator data. The report claims that school quality, as it affects student learning, is demonstrated by the training and talent of the teaching force, what goes on in the classrooms, and the overall culture and atmosphere of the school. Within these three areas, the document identifies 13 indicators of school quality that recent research suggests are related to student learning. Findings indicate that students learn more from teachers with high academic skills and who teach subjects related to their undergraduate or graduate studies than they do from teachers with low academic skills and who teach subjects unrelated to their training. (Contains 146 references.) (RJM)

ED 458 474 EA 030 895

Sinclair, Beth; Carroll, Janet
State ESEA Title I Participation Information for 1997-98: Final Summary Report.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Federal Programs; *Federal Regulation; High Risk Students; *Participation; *Program Evaluation; School Districts; School Support
IDENTIFIERS- Elementary Secondary Education Act Title I

This report summarizes data that address several aspects of the Elementary and Secondary Education Act's Title I program. It includes information on districts, schools and students served, range of instructional and support services provided, Title I staffing patterns, and schools' progress toward meeting performance standards as reported in Title I performance reports submitted by states in the U.S. The report illustrates

Disease.
PUB DATE- 98
NOTE- 37p.; A grant from Special People in Need made publication of this book possible.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Chronic Illness; *Classroom Techniques; Communication Disorders; Educational Legislation; Elementary Secondary Education; *Etiology; Federal Legislation; Individualized Education Programs; Mental Retardation; Neurological Impairments; Physical Therapy; Seizures; Speech Impairments; Student Characteristics; Student Educational Objectives; Student Rights; *Symptoms (Individual Disorders); *Teaching Methods; Visual Impairments
IDENTIFIERS- *Batten Disease; Individuals with Disabilities Educ Act Amend 1997

This guide provides information on Batten Disease to assist in planning a quality educational program for the student with the disease. Because Batten Disease, or neuronal ceroid lipofuscinosis, causes the death of brain cells, students with the disease are described as suffering from mental impairment, worsening seizures, and progressive loss of sight and motor skills. Eventually, these children become blind, bedridden, and unable communicate. The disease is always fatal, typically by the late teens or twenties. The guide discusses the following: (1) history of the condition; (2) types of the disease; (3) etiology; (4) diagnosis; (5) characteristics of students; (6) visual impairments and suggested interventions; (7) muscular control and strategies for supporting fine and gross motor skills; (8) physical therapy and Batten Disease; (9) social interaction; (10) cognitive impairments and classroom strategies; (11) speech/language impairments and suggestions for promoting speech; (12) communication and using daily calendar boxes to enable the student to plan their day; (13) Individualized Education Program goals; and (14) student rights under the Individuals with Disabilities Education Act of 1997. The guide closes with some notes for the school nurse. (CR)

ED 450 496 EC 308 251

Jenkins, Tom; Torrens, Meg
Academic Interventions Bank Training.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decoding (Reading); Elementary Secondary Education; Instructional Effectiveness; *Intervention; *Mathematics; Phonics; Reading Comprehension; *Reading Instruction; *Remedial Instruction; Remedial Reading; *Special Needs Students; *Writing (Composition)

This paper describes development of a bank of interventions in response to individual student needs identified by Student Study Teams (SSTs) in the Horry County (South Carolina) school district. It also describes the training of SST members in the selection, application, and monitoring of each intervention. Following a survey that identified basic reading skills as the most common student need, district staff identified specific

IDENTIFIERS- Rehabilitation Act Amendments 1986; *Rehabilitation Act Amendments 1998

This report responds to requirements of Section 508 of the Rehabilitation Act, as amended in 1998, concerning the accessibility of federal electronic and information technology to individuals with disabilities. It contains the results of the first executive branch-wide Section 508 evaluation and recommends specific inexpensive, cost-effective, and easily accomplishable measures to improve technology accessibility. General recommendations include increased interagency coordination concerning accessibility and provision of technical assistance to agencies. Recommendations concerning procurement include: specific language in requests for proposals and contracts concerning technology accessibility and development of systematic procurement procedures that ensure accessibility. Technology-specific findings and recommendations are offered for the following areas: (1) federal agencies' Web pages; (2) software; (3) telecommunications; (4) kiosks and other information transaction machines; and (5) fax machines, copiers, printers, and other information technology office equipment. (DB)

ED 450 515   EC 308 272

Burrell, Sue; Warboys, Loren
Special Education and the Juvenile Justice System. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Liberties; Court Litigation; Definitions; *Delinquency; *Disabilities; Disability Identification; Due Process; Federal Legislation; Individualized Education Programs; Institutionalized Persons; *Juvenile Justice; *Special Education; *Student Placement; Student Rights
IDENTIFIERS- *Incarcerated Youth; *Individuals with Disabilities Educ Act Amend 1997

This bulletin summarizes provisions of federal law as they pertain to special education and juvenile justice. It discusses provisions of the Individuals with Disabilities Education Act 1997 including: the definition of disability; free appropriate public education; identification, referral, and evaluation; the individualized education program (IEP); special education and related services, due process protections, and the "stay put" rule (that a student should usually stay in his/her current educational placement pending any court proceedings). The bulletin goes on to discuss special education in juvenile delinquency cases specifically, including intake and initial interviews; determination of whether formal juvenile proceedings should go forward; detention; waiver or transfer to adult criminal court; evidentiary issues (insanity, incompetence, intent to commit the offense, and confessions); and disposition. The final section considers youth with disabilities in institutional settings. Topics covered include identification of youth with disabilities in institutional settings, evaluation, interim services and implementation of the IEP, integration with nondisabled students, discriminatory disincentives, due process protections for confined youth, special education in lockdown and other restricted settings,

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Sign Language; *Bilingual Education; *Deafness; Elementary Secondary Education; *English (Second Language); Inclusive Schools; Inservice Teacher Education; Instructional Effectiveness; *Language Acquisition; Longitudinal Studies; Mainstreaming; Postsecondary Education; Residential Schools; *Teaching Methods
IDENTIFIERS- *Deaf Culture

This report covers year 3 of a 5-year longitudinal study that is applying a bilingual language approach to development of American Sign Language (ASL) and English language and literacy skills in deaf learners. Specifically, the report describes how 45 teachers and mentors in five residential schools participated in inservice training on the use of bilingual and English as a Second Language (ESL) methodologies and practices with deaf children. Teachers kept written reflective logs as they participated in weekly seminars for 24 weeks. Conclusions of the project to date support a dual language developmental bilingual approach in ASL and English but do not support the mixing of languages as in a sign-supported speech environment. Implications of the project include increased use of bilingual and ESL methodologies in inservice teacher training and a closer attention to background variables of deaf students as they affect language learning. Conclusions also suggest that many public school programs are failing deaf students and exacerbating their language delays, that schools for the deaf need to reform their language teaching and learning environments, and that widespread mainstreaming of young deaf children without ASL and deaf culture support is not working. Six appendices provide teaching training syllabi, questionnaires, and other project related materials. (Contains 52 references.) (DB)

ED 450 535 EC 308 293

Gallucci, Chrysan
The MESH Manual for Inclusive Schools. Project MESH: Making Effective Schools Happen for All Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 156p.; Also developed by Emily Dickinson School Staff, Silver Ridge School Staff, and Sandy Grummick. Produced by the Washington Office of the State Superintendent of Public Instruction, Special Education.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Curriculum Development; *Disabilities; *Educational Change; *Effective Schools Research; Elementary Education; *Inclusive Schools; Individualized Education Programs; Pilot Projects; Social Integration; Team Teaching; Teamwork
IDENTIFIERS- Washington

This manual is a guide to Project MESH (Making Effective Schools Happen), a project which blends the "effective schools" research and change process with the values of the movement to include all students with disabilities in general education programs. The manual is based on the experience of two elementary schools in Washington State. The manual is organized around the key components of an inclusive school: (1) a description of the schools and the current program offerings at components and systems; and where more detailed information can be found. (GR)

ED 450 556   EF 005 863

Ratcliff, Cindy, Ed.
Sports Field Management Guide, Volume 2, Number 1.
PUB DATE- 00
NOTE- 17p.; Color photographs may not reproduce clearly. This issue is a supplement to "Grounds Maintenance" and "American School & University" magazines.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletic Fields; *Turf Management
IDENTIFIERS- *Mowing

This guide presents three articles on athletic-field turf management. The articles explain how athletic-field managers can make a difference in playing surface quality, discusses the design and technical challenge behind athletic-field mowing patterns, and provides a form to help identify and document sports field problems. The articles are: (1) "Traction on Turf" (Andrew McNitt); (2) "Mowing Patterns" (David R. Mellor); and (3) "Evaluation of Athletic Fields" (H.L. Portz). (GR)

ED 450 557   EF 005 875

Beaumont, Constance E.
Historic Neighborhood Schools in the Age of Sprawl: Why Johnny Can't Walk to School.
SPONS. AGENCY- National Park Service (Dept. of Interior), Washington, DC.
PUB DATE- 00
NOTE- 53p.; Prepared with Elizabeth G. Pianca. Preface by Richard Moe. Support also given from the Turner Foundation and the Clayton Fund.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Community Schools; *Educational Facilities Improvement; Elementary Secondary Education; *Neighborhood Schools; *Public Policy; *School Construction

This report examines public policy effects on historic neighborhood school expansion, renovation, and replacement needs. It addresses four basic questions: (1) Are public policies inadvertently sabotaging the very type of community-centered school that many parents and educators are calling for today? (2) Do some policies and practices promote mega-school sprawl at the expense of older neighborhoods? (3) Why can't kids walk to school anymore? and (4) How have some school districts overcome policy and other barriers to the retention and modernization of old historic schools? Included are examples of how some communities are addressing these troublesome policies, including several school renovation successes. Concluding sections provide recommendations for policy reforms to buttress neighborhood conservation and smart growth efforts that can help to retain and improve good schools that have served established neighborhoods for generations. (GR)

ED 450 558   EF 005 939

Kaplan, Jonathan; Marquardt, Sandra; Barber, Wendy
Failing Health: Pesticide Use in California Schools. CPR Series

a Native Language: Eighth Year).
PUB DATE- 00
NOTE- 87p.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Curriculum; *Educational Objectives; Evaluation Criteria; Foreign Countries; *French; Grade 8; Junior High Schools; Language Skills; Listening Skills; *Native Language Instruction; Oral Language; Reading Skills; Student Evaluation; Writing Skills
IDENTIFIERS- *Alberta

The report, entirely in French, describes Alberta's curriculum for eighth-year French native language instruction, as revised in 1998. An introductory section offers background information on the curriculum's design, links between the core curriculum and French native language instruction, underlying principles of language instruction, the curriculum's objectives and organization, notes on its implementation, and discussion of student autonomy and evaluation. A subsequent section provides a summary of program aims and priorities and performance objectives for each skill area (culture and identity, oral communication, reading, and writing). Appended materials include an overview of French language teaching techniques, notes on French instruction within the francophone context in Alberta, and a discussion of the integration of instructional themes and strategies for secondary students. Contains 15 references. (JSS)

ED 450 579   FL 026 513

Francais: Programme d'etudes par annee scolaire. Francais langue premiere: Neuvieme annee (French: Yearly curriculum. French as a Native Language: Ninth year).
PUB DATE- 00
NOTE- 86p.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Curriculum; *Educational Objectives; Evaluation Criteria; Foreign Countries; *French; Grade 9; Language Skills; Listening Skills; *Native Language Instruction; Oral Language; Reading Skills; Secondary Education; Student Evaluation; Writing Skills
IDENTIFIERS- *Alberta

The report, entirely in French, describes Alberta's curriculum for ninth-year French native language instruction, as revised in 1998. An introductory section offers background information on the curriculum's design, links between the core curriculum and French native language instruction, underlying principles of language instruction, the curriculum's objectives and organization, notes on its implementation, and discussion of student autonomy and evaluation. A subsequent section provides a summary of program aims and priorities and performance objectives for each skill area (culture and identity, oral communication, reading, and writing). Appended materials include an overview of French language teaching techniques, notes on French instruction within the francophone context in Alberta, and a discussion of the integration of instructional themes and strategies for secondary students. Contains 15 references. (JSS)

NOTE- 186p.; Accompanying 55 minute videotape sold separately ($12).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiovisual Instruction; *Chinese; Elementary Secondary Education; Independent Study; Instructional Materials; *Orthographic Symbols; Second Language Instruction; *Second Language Learning; Worksheets; Writing Instruction
IDENTIFIERS- Pinyin (Language)

The most interesting and challenging aspect of studying Chinese is writing Chinese characters. Unfortunately, the learning of Chinese characters receives only marginal attention in a typical classroom. Given that vocabularies in textbooks are based on spoken language rather than the principles of character formation, and also given the pressures of time to deal with spoken competencies, the teaching of Chinese characters is rarely presented in an orderly, intelligible way. Students are left making mistakes without ever really understanding why. This text is a self-paced tutorial designed to address common problems students face when learning Chinese orthography, or Hanzi. Students will learn the basic principles that govern Hanzi, basic strokes, the proper stroke order, and the most common radicals. The book is designed to be used with an accompanying videotape that is sold separately. It has 25 lessons, and by the end students will have learned 125 Hanzi characters and some of the common words and phrases in which they are used. (KFT)

ED 450 601 FL 026 621

Medina, Carmen; Neff, JoAnne
Towards a Sociocultural Framework in the EFL Classroom.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Course Descriptions; Culturally Relevant Education; Elementary Secondary Education; *English (Second Language); Foreign Countries; Language Minorities; Second Language Instruction; Second Language Learning; *Social Change; Sociolinguistics; Teacher Collaboration; Teacher Developed Materials
IDENTIFIERS- Spain; Vygotsky (Lev S)

This paper presents the results of a study of sociocultural materials used with approximately 50 primary and secondary school teachers of English as a foreign language (EFL) in Andalusia, Spain. Because Spain is becoming a more culturally diverse society, and will become even more so in the future as it joins the European Union, the Spanish Ministry of Education has decided to reform the entire Spanish education system from the primary through the university level. Teachers are now required to devise their own syllabi adapted to their own local educational needs and circumstances. The paper catalogues the small tasks and decisions that go into designing and implementing the new, more multicultural curriculum in Andalusia. (Contains 16 references.) (KFT)

ED 450 602 FL 026 622

Boufoy-Bastick, Beatrice
French and Spanish Communication for Caribbean Professionals:

new entering students; and (4) enrollment data for each institution, summarized by level of study, gender, and full- or part-time status. (Contains 24 tables.) (SLD)

ED 450 625   HE 033 798

Mims, J. Sabrina; Slovacek, Simeon; Wong, Gay Yuen
Transforming a School of Education via the Accelerated Schools Model.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; *Educational Change; Elementary Secondary Education; Higher Education; School Restructuring; *Schools of Education; *Teacher Education
IDENTIFIERS- *Accelerated Schools; *California State University Los Angeles

This paper describes how the Accelerated Schools Model has served as a catalyst for transforming the Charter School of Education at California State University, Los Angeles. The Accelerated Schools Project has been one of the largest and most comprehensive school restructuring movements of the last decade. The focus of Accelerated Schools is developing school cultures that are dedicated to providing highly enriched educational experiences for all children. The article begins with an overview of the Accelerated Schools Project and the Los Angeles Accelerated Schools Center and then continues with a discussion of the Charter School of Education at California State University, Los Angeles and its transformational process in terms of philosophy, implementation, and evaluation. The Charter School of Education was approved to operate as a charter school of higher education in 1994. As the first charter school of higher education in the United States, the school is freed from many system requirements, policies, and premises, allowing more creative experimentation in the teaching of teachers. The change processes at the university and the process at K-12 accelerated schools are described to share their parallel characteristics. The article concludes with discussions of the implications of the project for the future professional development of teachers and how the design of new programs should be largely driven by what is being learned in current K-12 reform efforts. (Contains 11 references.) (SLD)

ED 450 626   HE 033 799

McShannon, Judy; Derlin, Roberta
Retaining Minority and Women Engineering Students: How Faculty Development and Research Can Foster Student Success.
PUB DATE- 00
NOTE- 7p.; Paper presented at the New Mexico Higher Education Assessment Conference (Las Cruces, NM, February 25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; College Students; *Engineering Education; *Females; Higher Education; *Minority Groups; *Professional Development; *School Holding Power; *Student Attrition
IDENTIFIERS- New Mexico

Instruments (160)
DESCRIPTORS- *College Preparation; *Computer Uses in Education; Disadvantaged Youth; *Educational Technology; *High School Students; High Schools; Higher Education; Internet; Student Surveys
IDENTIFIERS- Access to Computers; *TRIO Programs; *Upward Bound

This report is the first report from the National TRIO Clearinghouse on the topic of TRIO programs and technology. The focus is on the use of technology, particularly computer-based technology, by Upward Bound (UB) students and the role that UB projects play in providing access to that technology. UB is an intensive college preparatory support program that is designed to provide low-income, first-generation high school students with motivation and the essential skills to complete high school and earn a college degree. Seventy-seven percent of the 698 currently funded UB programs participated in the study. The study found that 73% of UB students have access to computers and the Internet at school, but fewer than 9% have access to computers and the Internet in their regular classrooms. Only 38% of UB projects incorporate technology into their instructional programs. Most UB projects have a computer to student ratio of 1:10, and only 1 program in 4 has laptop computers available for students to borrow. Twenty-five percent of UB projects have no computers available for student use, and 38% of projects do not provide students with e-mail access. Resource limitations are the primary reason that UB projects do not provide greater access to technology for their students. Many project staff members, however, indicate a need for the most basic types of computer training. Some recommendations are made for improved technology use in TRIO projects. The study survey is included. (Contains 7 figures, 18 tables, and 21 references.) (SLD)

ED 450 649 HE 033 825

Kussrow, Paul G.
Securing Tenure and Promotion at a College or University: A Checklist.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Rank (Professional); Check Lists; *College Faculty; *Faculty Promotion; Higher Education; *Teacher Attitudes; *Tenure

This paper presents a checklist of actions a junior faculty member should take if he or she wants to secure tenure and promotion. The list suggests: (1) learn not to make waves; (2) be compliant; (3) accept the position of indentured servant; (4) present as many conference papers as possible; (5) be a "utility infielder," able to teach a range of courses; (6) choose your friends carefully; (7) be patient; (8) use discrimination to your advantage; (9) be willing to move; (10) become an administrator; (11) move to a smaller university); and (12) publish as much as possible. These tips will help a junior faculty member learn to play by the formal and informal rules of tenure and promotion in higher education today. (SLD)

ED 450 650 HE 033 826

McPhail, Irving Pressley
I've Known Rivers: Reflections on Self-Education and the Cornell

A Blueprint for Progress: Legislative and Budget Priorities for the Year 2001. Higher Education Update.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Accountability; *Budgeting; *College Planning; *Higher Education; *State Legislation; Student Costs
IDENTIFIERS- Affordability; *California

This report presents the legislative and budget priorities developed and adopted by the California Postsecondary Education Commission. The Commission believes that the intertwining principles of Access, Affordability, and Accountability are fundamental to the future of both California postsecondary education institutions and the students they serve. The Commission urges the Governor and the legislature to develop strategies to maintain the California Master Plan for Higher Education's promise to accommodate all students who qualify and desire a college education. The Commission recommends that the state adopt fiscal policies that reduce the "boom and bust" pattern of higher education funding and student fee levels. With regard to accountability, the Commission recommends that the Governor and the legislature monitor the system commitments under the partnerships agreed on by the Governor with the California State University, the University of California, and the California Community College System. (SLD)

ED 450 671 HE 033 847

Resident Undergraduate Charges at California's Public Universities. Factsheet.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Factors; *Fees; Higher Education; *In State Students; Out of State Students; *Paying for College; *Student Costs; *Undergraduate Students
IDENTIFIERS- *California; Fact Sheets

This factsheet describes undergraduate student charges at the public universities of California. California charges its own residents less to attend its public colleges and universities than it charges nonresidents. It charges resident students systemwide fees as well as mandatory, campus-based fees to help support student services, but California has sought to avoid charging resident students for the direct cost of instruction, which it charges as "tuition" to nonresident students. For 2000-2001, the University of California charges undergraduate residents an average of $3,964 in mandatory fees, of which $3,429 is the system wide fee. This is $1,279 less than the average fee charged by the four public universities from other states with which the University of California compares itself on faculty salaries. The California State University charges resident students an average of $1,834 in mandatory fees, of which $1,428 is the systemwide fee, a total that is lower than all of the 15 public universities with which California State University compares itself in terms of faculty. Over the years, charges at both the University of California and California State University from 1977-1978 to the middle of the 1990s,

ED 450 690 IR 020 338

Allstetter, William, Ed.
Science & Technology Almanac, 2000.
PUB DATE- 00
NOTE- 509p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- Reference Materials; Science and Society; *Sciences; Statistical Data; Tables (Data); *Technology
IDENTIFIERS- News Stories; Science News

This volume links the year's current news to encyclopedic and almanac-style information on science and technology. This second edition is completely updated, offering full news coverage for 1999, revised statistical tables, and updated facts and figures. The timeline has been expanded to include more problems and catastrophes associated with science and technology, and most tables have been redesigned for greater clarity and ease of use. The first section, "Discipline by Discipline," presents reports of the past year's prominent news stories, along with reference sections that include basic facts, figures, statistics, and concepts in astronomy and space, chemistry, computers and the internet, earth sciences, environment, health and medicine, life sciences, mathematics, meteorology and the weather, physics, and technology. This section is followed by a review of important topics in "Science, Technology, & Society," including controversial issues raised by the year's events and trends, and a roundup of important government regulation in the sci-tech arena. This section ends with a wrap-up of new media published and produced during the year. The "People & Prizes" section which follows presents obituaries of major figures in all sci-tech disciplines who died in the past year, biographies of over 250 individuals who have impacted the field, and current and past award winners. "Science & Technology Around the World" includes statistical portraits of all countries in the world, along with regional comparisons of similar data. This is followed by "History of Science & Technology," which includes a chronology and list of inventions and discoveries. Appendices include a calendar of the coming year's science-related events and a directory. A glossary, bibliography, and a full name, place, and concept index follow the appendices. All material is current as of October 1, 1999, and the news sections throughout the book cover a one-year period ending on the same date. (AEF)

ED 450 691 IR 020 341

Bruce, Christine
The Seven Faces of Information Literacy.
PUB DATE- 97
NOTE- 203p.; This book is substantially the author's doctoral thesis, less appendices (University of New England, Australia, 1996).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Higher Education; *Information Literacy; Information Processing; Models; Teacher Attitudes; Users (Information)

This book examines the varying experiences of information literacy among higher educators and proposes a relational model

*Copyrights; Educational Resources; Fair Use (Copyrights); Higher Education; Information Policy; *Information Sources; Information Technology; Intellectual Freedom; *Intellectual Property; Internet; *Ownership; World Wide Web

The electronic environment is currently forcing educators at all levels to revisit issues concerning intellectual property. Quick availability of information and data through the Internet has changed the way the general public views information since it seems to be in endless supply from any computer on any individual desktop. This paper presents a brief overview of several topics. The first focuses on ideas and concerns as to why faculty and institutions in education, particularly higher education, have good reasons to ask questions concerning "who owns what" in an era where educational opportunities may be delivered through the Web and various distributed learning systems. Secondly, it presents issues relevant to learner support and student ownership. Thirdly, it presents ideas about ownership that institutions might consider. Lastly it presents an overview of salient copyright changes and issues for 1998 and 1999. Selected print and online sources of additional information on intellectual property issues are also provided. (Contains 10 references.) (Author/AEF)

ED 450 710 IR 020 591

Hope, Barbara; Mattingly, Maribeth; Spear, Eric; Glasser, Mike
Meta Data Integration: Maximize the Potential of "Data about Data."
PUB DATE- 99
NOTE- 14p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580. Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Copyrights; Fair Use (Copyrights); Higher Education; Information Networks; Information Policy; Information Systems; Intellectual Property; Internet; *Metadata; Policy Formation

The University of Maryland, College Park recognized in the 1990s that its institutional data was an asset that needed to be managed. In this Information Age, data must be turned into knowledge quickly and accurately. The University of Maryland implemented a campus data warehouse, and along with it a comprehensive meta data platform for helping individuals understand the meaning and context of the data they were accessing. With limited resources it was apparent that meta data needed to be captured at a single point of entry and it needed to be available or delivered to multiple points of distribution. This paper gives an overview of how the University of Maryland Meta Data Manipulator works and how it allows for the meta data to be integrated with the data warehouse structures, and the tool used to query the data. Fourteen figures are provided at the end of the paper. (Author/AEF)

ED 450 711 IR 020 592

Carty, Winthrop
New Markets for Meeting Old Needs: U.S. Distance Education and Developing Countries.
PUB DATE- 99
NOTE- 14p.; In: EDUCAUSE '99: Celebrating New Beginnings.

Technology Education; Vocational Education; *Work Experience Programs
IDENTIFIERS- Alberta; Educational Marketing

This guide is designed to help Canadian educators, in partnership with their communities, organize and operate off-campus education programs that provide meaningful experiences for students. It outlines required and recommended procedures to guide school authorities as they implement off-campus education programs in both core and optional subject areas, including academic subjects, career and technology studies, and fine arts. Section 1, on off-campus education policy, provides background, policy, definitions, procedures, and references. Section 2 describes these types of off-campus education: community partnerships, work study, work experience 15-25-35, and registered apprenticeship programs. Section 3 contains applicable legislation and regulations. Section 4 focuses on program initiation and determination of the focus of the program. Section 5, on program management, covers student selection; preplacement orientation; employer selection; placement procedures and documentation; monitoring; student records; integration sessions; developing a summary of competencies/learning plans; assessment and evaluation; and evaluation of the placement. Section 6, on safety in the workplace, addresses work station/work site inspection and approval and workers' compensation coverage. Section 7 discusses promoting an off-campus education program within the community, the school authority, and the school. Section 8 is on program evaluation. Appendixes include a list of 34 additional learning resources and sample materials, such as applications, correspondence, reports, agreements, evaluations, and promotional material. (YLB)

ED 450 222   CE 081 337

The Minnesota High School Follow-Up Survey. A Digest of Information Based on the Education Experiences of the Minnesota High School Classes of 1997-1999. Trend Report.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; *Career Planning; Educational Attainment; *Experiential Learning; Family Characteristics; Family Influence; Followup Studies; *Goal Orientation; *Graduate Surveys; *High School Graduates; High Schools; Occupational Aspiration; One Parent Family; Parent Participation; *Parent Student Relationship; Service Learning; State Programs; State Surveys; Statewide Planning; Student Characteristics
IDENTIFIERS- *Minnesota

A follow-up study of the high school classes of 1997, 1998, and 1999 found Minnesota education faced peak enrollment numbers of 72,000-74,000, but numbers were projected to level off and decrease. Although graduating classes would remain predominantly white for the foreseeable future, the state was moving toward greater racial diversity, with students of color projected to reach 19 percent by 2008. The proportion of male and female students was expected to remain almost evenly divided. Females demonstrated considerably higher educational attainment. Family earnings were positively correlated with educational attainment and labor force participation. A majority of parents reported involvement in children's (arranging for inmates to produce and distribute the statewide computerized Case Management Resource Directory). CCH's continuum of services to prisoners, which begins with employability assessment during incarceration and ends with job placement and ongoing assistance after employment, has proved highly successful. In 1997-1998, at least 3,080 inmates completed a CCH employment or training activity in 5 of Washington's 15 correctional institutions. Of the 1,312 ex-offenders who received job search assistance through the CCH in 1996-1997, 776 were placed in jobs and 68% were still in those jobs after 45 days. (Seven sources of assistance in replicating the CCH model are listed.) (MN)

ED 450 240   CE 061 387

Johnson, Terry; Gritz, Mark; Dugan, Mary Kay
National Job Corps Study: Job Corps Applicants' Programmatic Experiences. Final Report.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 00
NOTE- 134p.; For the process analysis study, see CE 081 130 and the 30-month impact report, see ED 441 978; for other National Job Corps Study documents, see CE 081 131 and CE 081 388-389.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Admission Criteria; *Career Choice; *Career Education; Classification; Comparative Analysis; Counseling Services; Counseling Techniques; Disadvantaged Youth; *Educational Attainment; Educational Practices; Educational Quality; Educational Research; Employment Patterns; *Employment Programs; Evaluation Criteria; Followup Studies; Influences; Measurement Techniques; Models; National Programs; National Surveys; Outcomes of Education; Outreach Programs; *Participant Characteristics; Participation; Predictor Variables; Program Effectiveness; Program Evaluation; Research Design; Research Methodology; School Holding Power; Statistical Analysis; Success; Tables (Data); Vocational Education; Youth Emp Impact Studies; *Job Corps; *National Job Corps Study
IDENTIFIERS- Impact Studies; *Job Corps; *National Job Corps Study

The National Job Corps Study was undertaken to obtain the information needed to assess the Job Corps' success in providing employment assistance to disadvantaged youths aged 16 to 24 years. The study's findings related to outreach and admissions (OA) and center characteristics and practices that appear to promote positive programmatic experiences for Job Corps applicants and participants were examined by using agency records for a randomly selected sample of youth who were eligible to enroll in Job Corps. The following items had significant impacts on applicants' programmatic experiences: (1) OA counselors' outreach and screening practices; (2) OA counselors' knowledge and experience level; (3) center operator type, size, and location; and (4) the strength of centers' vocational and academic programs. The particular vocational areas offered by centers and the range of vocations offered did not significantly affect students' programmatic experiences. Limited residential living facilities were associated with shorter lengths of stay, but exceptionally good facilities did not appear to promote longer lengths of stay. (Twenty-two tables/figures are included. The following items are appended: the study methodology; results for vocational choices of Job Corps students; results for applicant typologies; and a description of the methods used to estimate impacts for

Skills Issues in Other Business Services: Professional Services. Skills Task Force Research Paper 16.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Advertising; *Business Administration; Business Education; *Consultants; Developed Nations; Employment Opportunities; Employment Patterns; Foreign Countries; Higher Education; Information Technology; Internet; *Job Skills; *Marketing; On the Job Training; Postsecondary Education; Professional Services; Professional Training; Research; Service Occupations; Skill Development
IDENTIFIERS- Great Britain; *Market Research; Multiskilling

"Creative business services" have grown rapidly in Great Britain and are important in terms of their impact on the economy, including their contribution to international trade. They have helped and been boosted by such business changes as privatization, spread of information technology (IT), and contracting out of services. The sectors of management consultancy, advertising, and market research are subject to considerable structural change and a blurring of boundaries between them. This generates pressure toward multi-skilling. The sectors contain major employers of highly skilled knowledge workers, and they address skills gaps by on-the-job training. Such training tends to be highly company-specific for consultancy, less so for advertising and market research. Consultancy and advertising firms attach relatively low importance to external accreditation of qualifications, but market research firms attach a higher importance. Growth in and professional take over of IT skills blurs boundaries between creative business services and IT. The Internet has a profound effect on the sectors, especially advertising. Market researchers increasingly use the Internet for fieldwork. The Internet revolution affects consultancy with an increasing market for specialist advice on how companies can use the Internet to transform their businesses. (Appendixes include lists of organizations and individuals contacted and 49 references.) (YLB)

ED 458 250   CE 081 412

Melton, Laura; Bloom, Dan
Connecticut's Jobs First Program: An Analysis of Welfare Leavers.
SPONS. AGENCY- Connecticut State Dept. of Social Services, Hartford.; Department of Health and Human Services, Washington, DC.; Ford Foundation, New York, NY.; Smith Richardson Foundation, Inc., Greensboro, NC.
PUB DATE- 00
NOTE- 29p.; Dissemination supported by the Ambrose Monell Foundation, Alcoa Foundation, and James Irvine Foundation. Also supported by the Arco Foundation, Grable Foundation, Ewing Marion Kauffman Foundation, Open Society Institute, and Union Carbide Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Client Characteristics (Human Services); Economically Disadvantaged; Eligibility; *Employment Patterns; *Employment Programs; *Financial Support; Low Income; Models; Program Evaluation; *State Programs; Welfare Agencies; *Welfare Recipients; Welfare Services

Reviews; Measurement Techniques; Models; Needs Assessment; Postsecondary Education; Public Policy; Recruitment; *Research Methodology; Research Needs; *Scientists; Tables (Data); *Technical Education; Technical Institutes *European Union; *Technologists

IDENTIFIERS- *European Union; *Technologists

Available evidence on the supply of and demand for professional scientists and technologists (S&Ts) in the European Union (EU) was reviewed. The main data sources were as follows: approximately 450 reference documents; national and international governments, training and employer bodies, and key international organizations; more than 100 international and national experts from the EU; survey results from 210 research and development establishments from across Europe; and a pilot econometric modeling exercise. The analysis established that the European market for S&Ts is not homogeneous and changing rapidly. More than two-thirds of the EU's approximately 800,000 S&Ts were in Germany, France, and the United Kingdom. The European S&T labor market appeared to be broadening and experiencing continued growth, with more growth occurring in the services sector and small firms. The evidence suggested that demand for S&Ts will continue to develop and fragment. The review documented a need to improve the flexibility and responsiveness of training and methods for forecasting labor supply and demand. (Fifty-three tables/figures and 373 references are included. Information about international classifications and statistical sources, the survey methodology, and pilot modeling of the supply of and demand for research scientists and engineers is appended along with detailed tables by country.) (MN)

ED 450 275 CE 081 435

Michalopoulos, Charles; Schwartz, Christine

What Works Best for Whom: Impacts of 20 Welfare-to-Work Programs by Subgroup. Executive Summary. National Evaluation of Welfare-to-Work Strategies.

PUB DATE- 00

NOTE- 30p.; Prepared with Diana Adams-Ciardullo. For related studies on the National Evaluation of Welfare-to-Work Strategies, see CE 081 415-416, and CE 081 437. Child Trends, a subcontractor, is conducting the Child Outcomes Study, which is funded by the Foundation for Child Development and the William T. Grant Foundation. The Riverside County, California, evaluation is funded by the California Department of Social Services, California State Job Training Coordinating Council, the California Department of Education, and the Ford Foundation.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Basic Skills; Client Characteristics (Human Services); Comparative Analysis; *Delivery Systems; Depression (Psychology); Disadvantaged; *Education Work Relationship; Educational Strategies; Employment Level; Employment Patterns; *Employment Programs; Employment Qualifications; Employment Services; Followup Studies; Job Skills; Job Training; National Surveys; Outcomes of Education; *Program Effectiveness; Psychological Patterns; Salary Wage Differentials; Skill Development; *Vocational Education; *Welfare Recipients; Well Being

IDENTIFIERS- Aid to Families with Dependent Children; California; Florida; Impact Studies; Job Opportunities and Basic Skills Program; Michigan; Minnesota; Montana; Ohio; Oklahoma; Oregon;

which was to extend the original idea of Learning to Be into four pillars underlying education and life, which are as follows: learning to be, learning to know, learning to do, and learning to live together. A list of seminar participants is provided. "Education for the 21st Century: A South Australian Perspective" (G. Spring) examines the following topics: the significance of the Delors report; the purpose, outcomes, and recommendations of the Melbourne conference "Education for the 21st Century in the Asia Pacific Region"; the conference's significance in shaping new policy initiatives and directions in Australia and the Asia-Pacific region; and directions for Australian education in the 21st century. A seminar discussion is provided that focuses on the following themes: globalization, identity, citizenship, and values; education and the economic future of South Australia; new technologies; education and the world of work; adult lifelong learning; universities and research; and teachers and teacher education. Presented next are conclusions and recommendations. The following supporting papers conclude the document: "From Recurrent Education to Lifelong Learning" (R.J. Ryan); "Learning: The Treasure Within--An Introduction and Comment" (J.P. Keeves); and "Implications of the Delors Report for Schooling in South Australia" (G.R. Teasdale). (MN)

ED 450 291   CE 081 494

Owens, Heather, Ed.; Thompson, Carole, Ed.
Proceedings of the Pennsylvania Adult and Continuing Education Research Conference (5th, Indiana, Pennsylvania, March 17, 2001).
SPONS. AGENCY- Pennsylvania Association for Adult Continuing Education.; Indiana Univ. of Pennsylvania. Dept. of Adult and Community Education.
PUB DATE- 01
NOTE- 109p.; Consulting Editors were Trenton R. Ferro and Gary J. Dean.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adult Education; *Adult Learning; Adult Literacy; Adult Students; Basic Skills; Battered Women; Beliefs; Cancer; Case Studies; Comparative Analysis; *Continuing Education; Distance Education; Educational Attitudes; Educational Environment; *Educational Research; Educational Technology; Faculty Development; *Family Literacy; Family Violence; Focus Groups; Food Service; Health Personnel; Higher Education; Hispanic Americans; Hospitality Occupations; Hotels; Information Sources; Internship Programs; Job Training; Literacy Education; Literature Reviews; Participation; Patient Education; Program Effectiveness; Program Evaluation; Qualitative Research; Religiou Even Start; *Pennsylvania
IDENTIFIERS- Even Start; *Pennsylvania

This document contains papers from a Pennsylvania conference on adult and continuing education research. The following papers are included: "Violence against Women: Looking behind the Mask of Incarcerated Batterers" (Irene C. Baird); "Refocusing Faculty Development: The View from an Adult Learning Perspective" (Patricia A. Lawler, Kathleen P. King); "Living and Learning with HIV/AIDS: Transformational Tales Continued" (Lisa M. Baumgartner); "Gender Differences in Distance Education and Technology: Familiarity, Comfortability, and discusses patterns and the scope of inhalant abuse; describes how inhalants are used and how their effects are produced; explains the short- and long-term effects as well as the medical consequence of inhalant use; describes special risks for nitrate abusers; and lists resources for further information. (Author/MKA)

ED 450 312 CG 030 735

Annual Report on the State of the Drugs Problem in the European Union, 2000.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Children; Cocaine; Communicable Diseases; Crime; Death; *Drug Education; Foreign Countries; Heroin; Marijuana; Policy; Prevention; Substance Abuse; *Trend Analysis
IDENTIFIERS- Amphetamines; Ecstasy (Drug); *European Union

This report presents an overview of the drug phenomenon in Europe at the start of the new millennium. The first chapter begins with a discussion of overall drug trends. Specifically, it examines trends in drug use and the consequences including multiple drug use; problem drug use and demand for treatment; drug-related deaths; drug-related infectious diseases; and other morbidity. A discussion of the trends in response to drug use looks at policy and strategy development; prevention; reducing the harmful consequences of drug use; and treatment. Chapter two discusses the prevalence and patterns of drug use. Health consequences of drug use, law-enforcement indicators, and drug-market indicators (seizures, price, and purity) are covered in this chapter. The third chapter explains policy and strategy developments as well as demand-reduction responses as they relate to the drug use problem. Chapter four examines substitution treatment, prosecution of drug-related offenses, and problems facing women drug users and their children. The final chapter discusses the drug problem in Central and Eastern Europe. The prevalence and patterns of use and the responses to the problem are addressed in this chapter. (MKA)

ED 450 313 CG 030 738

Crowe, Ann H.; Sydney, Linda
Developing a Policy for Controlled Substance Testing of Juveniles. Juvenile Accountability Incentive Block Grants (JAIBG) Program Bulletin.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; At Risk Persons; *Drug Use Testing; Guidelines; *Illegal Drug Use; Intervention; Juvenile Justice; Prevention; Program Development; *Substance Abuse; Youth Problems

This bulletin provides an overview of substance testing, describes major indicators of the need for such testing, and summarizes the research for recent trends in substance abuse. It examines the practices of implementing a policy of controlled substance testing for appropriate categories of

Behavior

School psychologists are increasingly expected to become more involved in health related issues. It has been suggested that the frequent visitor to the school nurse (FVSN) is often the student with a high need for security, nurturance, and attachment to an adult at school. This paper focuses on children and adolescents who do not have a chronic physical illness, yet regularly visit the school nurse. It includes a literature review, case research, and relevant concerns. The research indicated little gender differences at the elementary and middle school level among those who are the FVSN, but with age, females made up a greater percentage of visits to the health office. Significant increases were noted in academic problems among frequent users and higher socioeconomic status resulted in higher frequency use. In a case review, a school psychologist reported on the FVSN phenomenon at middle schools. There, visits to the nurse were associated with difficulties with many areas including academics; peer relations; teachers; and home issues. School psychologists can be instrumental in instructing teachers about the potential stress of tests, grades, and peer relationships on students, all reasons why students may make frequent trips to the school nurse. (Contains 38 references.) (JDM)

ED 450 335   CG 030 792

Hyman, Irwin A.; Winchell, Kris; Tillman, Timothy C.
Treatment Integrity and Satisfaction Using the Teacher Variance Approach: A Multidimensional Method for Dealing with Teacher Resistance.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Counseling; Elementary Secondary Education; Models; Personality Theories; *Resistance (Psychology); School Psychologists; Teacher Attitudes
IDENTIFIERS- *Consultant Role

This paper presents an overview and rationale for a systematic, multidimensional, theory-driven model of consultation for the school psychologist based on the Teacher Variance approach. Teacher Variance, a combination of five theoretical approaches to preventing, diagnosing, and remediating misbehavior, suggests a solution for the treatment of teacher resistance. The model is a logical combination of predominate theories of personality and behavior, including behavior/cognitive, biophysical, psychodynamic, humanistic, and ecological systems. These orientations are utilized when appropriate in relation to the teacher's preferred approach and when supported by empirical research. Following a description of the model and a brief overview of teacher attribution, case studies are presented illustrating the power of a flexible orientation for school psychologists to employ when conducting school-based consultation. (Contains 59 references.) (Author/JDM)

ED 450 336   CG 030 793

Armistead, Leigh; Armistead, Rhonda; Brockheimer, Steve
Grading the North Carolina Student Accountability Standards. Student Accountability Standards and High-Stakes Testing in

latest incarnation of the longstanding debate. This report contends that the recent research on educational policymaking and, especially, the research on policy implementation and impacts provides at least a glimpse of the likely impact the flurry of recent policies may have on educational practice. And that glimpse suggests that current educational practice will survive largely unaltered except at the margins. The report first examines the recent policymaking context, the new national emphasis on content standards. It then discusses in depth various studies exploring the effects of policymaking in beginning reading instruction. The paper finds that most studies of the effects of educational policymaking have investigated only the first aspect of the policy logic: how policies impact instruction. Most studies of policy implementation never actually address the second aspect of policy logic: that the changed instruction will produce enhanced student achievement. The paper then suggests how the effects of policymaking on student achievement might be studied, and it discusses who gets assessed when estimating effects of policy on student achievement. Contains 2 notes and 72 references. (NKA)

ED 450 355   CS 014 291

Littlejohn, Carol
Keep Talking That Book: Booktalks To Promote Reading. Grades 2-12. Volume 3. Professional Growth Series.
PUB DATE- 01
NOTE- 160p.; For Volume I, see ED 427 304 and for Volume II, see ED 439 723. Produced with Cathlyn Thomas.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Books; *Childrens Literature; Elementary Secondary Education; *Literature Appreciation; *Reading Material Selection; Reading Materials; *Reading Motivation
IDENTIFIERS- *Book Talks

Offering over 200 ready-to-use, successful "booktalks" for librarians, teachers, and parents, this book shows how to "hook" reluctant readers onto books. The field-tested booktalks are brief "commercials" for books that give just enough information to promote reading the book, and that help match the right reader with the right book. Following an introduction, the book is in 5 parts. Part I presents a list of book awards, with background information on the awards. Part II offers an alphabetical list of tips and strategies to effectively plan and conduct booktalks. Part III provides genre and subject headings for the booktalks. Part IV presents myriad booktalks for all readers, alphabetically by the author's last name. In addition to information about the plot and characters, each booktalk presents bibliographic information, age/grade suitability, any known book awards, genre, subjects, and related books. A "Note" provides additional information about the author, book, genre, or maturity content. Part V comprises a set of useful author, title, reading level, genre, and subject indexes. (SR)

ED 450 356   CS 014 292

Sejnost, Roberta; Thiese, Sharon
Reading and Writing across Content Areas: Grades 4-12.

reinforces the pattern of working from student input. "Playing with your thoughts" is a process which can include brainstorming, staging a scenario, or even playing out an analogy. Those students who come empty-handed to a writing tutor often have not thought seriously about the assignment other than as a chore to complete. Students can best be inspired by showing the relevance of learning to their situations. Empowering a student by validating a powerful account is one way of making writing relevant. (NKA)

ED 450 376   CS 217 400

Purnell, Rosentene Bennett
Making Dry Bones Live: The Role of Testing in Equity and Access.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *Educational Discrimination; *Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; Higher Education; *Standardized Tests; Testing Problems
IDENTIFIERS- California; *Hegemony; Power Equalization

There is a need for more precise descriptions of the claims to truth of standardized tests, of their interpretive authority, and of the limits of understanding which are reached through their processes. Typically minority students who score poorly on such tests do because their schools fail to connect with them. Pedagogy, therefore, must somehow accommodate the linguistic diversity of the classroom to make knowledge equally accessible. Standardized tests are created to reflect the cognitive styles, contexts, and experiences of the white middle class who make up the mainstream, and this fact is not unrelated to the inequitable access open to opportunity, power and privilege in this society. The downward spiral of inequity can be reversed by focusing on teaching and learning desirable skills rather than on testing them, and on ensuring that all students experience diversity in faculty and course content. Also, certain uses of standardized assessments may support and enhance the learning process. One method of improving standardized college placement exams is giving students a chance to do them earlier in their high school careers and thus to be given feedback on their practice essays. An appendix contains example diagnostic evaluation form for practice essays. (EF)

ED 450 377   CS 217 401

Downs, Douglas
Rethinking Dogma: Teaching Critical Thinking in Freshman Composition.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

finding personal enrichment and participating as informed members of society. The language arts standards in this document are organized into four areas: (1) reading; (2) writing; (3) listening and speaking; and (4) viewing and presenting. Each area provides skill level standards by grade levels, including: Readiness (Kindergarten); Foundations (Grades 1-2); Essentials (Grades 4-8); Proficiency (Grades 9-12); and Distinction (Honors). The document also notes that: interdependent language arts skills and processes should be taught in a variety of learning situations; multiple assessment methods should be used to evaluate a student's knowledge base and application of language arts skills; and assessment tasks should reflect those experiences encountered in the home, community, and workplace. Contains a table and a 51-item glossary. (EF)

ED 450 399   CS 217 445

Kostogriz, Alexander
Activity Theory and the New Literacy Studies: Modelling the Literacy Learning Activity System.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (31st, Sydney, Australia, December 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; Elementary Secondary Education; *Literacy; *Models
IDENTIFIERS- *Literacy as a Social Process

This paper explores a number of implications arising from the combination of the New Literacy Studies and cultural-historical psychology--in particular, the concept of literacy as social practice and the psychological category of activity. Placing "social" at the center of literacy and psychological studies, these two perspectives are fruitfully combined in the service of a particular literacy learning research framework. The focus on the social in literacy practices implies a certain understanding of configurations and reconfigurations of the elements which constitute those practices (J. Gee, 2000a). Activity Theory in this respect can be used to provide a broad conceptual framework for literacy research and the learning practice design. It functions, therefore, as a powerful and clarifying descriptive tool in studies of the human trajectories in literacy learning contexts in both its comprehensiveness and its engagement with the difficult issues of consciousness, intertextual memory, intentionality, mediation, intersubjectivity, history and change. Contains 53 references and 4 figures illustrating aspects of the models. (Author/RS)

ED 450 400   CS 217 446

Essid, Joe
It's a Wrap: Digital Video and Tutor Training.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the National Writing Centers Association (5th, Baltimore, MD, November 2-4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

strong visual image. Personalized children's literature (where details about the child are integrated into the text) have added potential. These writings can motivate even the most reluctant reader/listener, build his or her self esteem, and strengthen a sense of identity. The one caveat to consider is the literary standard of the piece: if the piece has merit, the fact that it is also personalized can be a real bonus. Contains annotated citations for 6 books. (HKA)

ED 450 420 CS 217 471

Stern, Lois H.
Literature and the Young Child, Part One: Ages 3-5. Overview/Developing a Sense of Phonics and Story Structure.
PUB DATE- 01
NOTE- 14p.; For Literature and the Young Child, Parts 2-4, See CS 217 472-474.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Child Development; *Childrens Literature; Language Skills; Parent Participation; *Phonics; Preschool Children; *Reading Aloud to Others; *Story Grammar
IDENTIFIERS- Response to Literature

The years when a young child's language skills are "exploding" are the years between three and five. What can make a dramatic difference in a child's life is if parents take a few minutes a day to read to him or her. Reading to a child helps him or her become a successful reader. The child develops a sense of phonics and learns that stories have a certain structure, besides learning vocabulary and memory skills and other things. This paper, one of four on literature and the young child, addresses phonics and story structure. The paper tells how a child develops a sense of phonics through rhythm and rhyme, how he or she learns that stories have a certain structure--a beginning, a middle, and an end--and that certain stories have unique patterns. An 11-item annotated bibliography (No. 1) recommends books with rhythm, rhyme and/or repetition; and another 13-item annotated bibliography (No. 2) recommends books of simple folktales, cumulative tales, and circle stories. (HKA)

ED 450 421 CS 217 472

Stern, Lois H.
Literature and the Young Child, Part Two: Ages 3-7 . Strengthening Your Child's Vocabulary and Memory.
PUB DATE- 01
NOTE- 12p.; For Literature and the Young Child, Parts 1-4, see CS 217 471-474.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Child Development; *Childrens Literature; *Memory; Parent Participation; *Reading Aloud to Others; *Vocabulary Development; *Young Children
IDENTIFIERS- *Predictive Reading; Response to Literature

This paper, two of four on literature and the young child, focuses on two ways the simple act of a parent reading to a

Reallocating Resources: How To Boost Student Achievement without Asking for More.
PUB DATE- 00
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Change Strategies; *Cost Effectiveness; Educational Change; Educational Finance; Elementary Secondary Education; Professional Development; Public Schools; *Resource Allocation; *School Restructuring; Staff Utilization; Student Needs

Chapter 1, "Step 1: The Change Process," focuses on the change process and describes why and how schools engage in program restructuring and resource allocation. Chapter 2, "Step 2: Defining a New Educational Strategy," discusses decisions that must be made about the regular education program and how the various schools adopted, adapted or created curriculum and instructional strategies. Chapter 3, "Step 3: Organizing and Staffing the School to Support the New Educational Strategy," shows how core educational strategy decisions determine the cost structure of schools. It addresses such issues as student grouping, class size, planning and preparation time, and professional development. Chapter 4, "Step 4: Deciding How to Serve Students Who Need Extra Help," describes the resource requirements of choices for serving special needs students, including expensive new strategies funded through resource allocation. Chapter 5, "Step 5: Paying for the Changes," reviews the resource allocation strategies to pay for expensive new educational programs by such staff categories as regular classroom teachers, regular education specialists, remedial specialists, pupil support specialists, instructional aides, and other staff. Chapter 6, "Step 6: Effects of Resource Reallocation and District Roles to Support Such Change," examines how reallocation and restructuring strategies at two schools helped increase student achievement. (Contains 87 references.) (TEJ)

ED 450 442 EA 030 819

Dyer, Karen M.; Carothers, Jacqueline
The Intuitive Principal: A Guide to Leadership.
PUB DATE- 00
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Attitudes; Classroom Communication; *Communication Research; *Communication Skills; Creative Thinking; *Decision Making Skills; Elementary Secondary Education; Empowerment; Interpersonal Communication; Intuition; Leaders Guides; *Leadership Qualities; Leadership Styles; Nonverbal Communication; Perception; Problem Solving; *Professional Development; *Social Values; Staff Development
IDENTIFIERS- Chicago Public Schools IL

Professional demands on school administrators continue to multiply exponentially. Effective administrators require solid preparation programs, continuing professional development, extensive experience, mentoring, and the support of supervisor and school colleagues. Chapter 1, "Intuitive Ways of Knowing,"

*Board of Education Policy; *Board of Education Role; *Boards of Education; *Decision Making; Educational Policy; Elementary Secondary Education; Governing Boards; *Policy Formation
IDENTIFIERS- Carver (John)

This guide provides practical advice regarding implementation of the Policy Governance model for school boards. Chapter 1, "Setting the Stage," explores questions commonly raised by boards prior to implementation of the Policy Governance model. Chapter 2, "The Theoretical Foundation," reviews the key theoretical principles of the model. Chapter 3, "Deciding to Implement Policy Governance," explores some of the critical implications of implementing the model. Chapter 4, "Executive Limitation Policies: Restricting the CEO's Choices," guides readers through the issues involved in enabling school boards to withdraw safely from most details of day-to-day school operations. Chapter 5, "Governance Process Policies: Defining the Board's Job," focuses on those policies with which the board instructs itself about its roles and responsibilities. Chapter 6, "Board-CEO Linkage Policies," examines the policies allowing school boards to transfer authority to management, including monitoring. Chapter 7, "Ends Policies: The Real Bottom Line," describes the task of determining the board's ultimate goals, including the impact of policies on the lives of affected members of the community, characteristics of the recipients of these effects, and the material, and opportunity, costs of policies. Chapter 8, "The Board's Documents," discusses the essential documents used by school boards. Chapter 9, "Implementation and Beyond," suggests issues boards should consider in moving from current governance styles to the Policy Governance model, including relationships with stakeholders and methods of ensuring steady progress toward full implementation. (Contains a sample of numerous document types, including a board policy manual, ends policies, monitoring reports, 19 recommended readings, and a four-page index.)(TEJ)

ED 450 458   EA 030 875

Joachim, Pat; Klotz, Jack
Interviewing Practicing Administrators: An Underutilized Field Based Instructional Strategy.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; Administrators; Educational Research; Elementary Secondary Education; *Experiential Learning; *Field Instruction; Field Interviews; Higher Education; Management Development; *Personal Narratives; *Supervisory Training; Training Methods
IDENTIFIERS- Mid South Educational Research Association; *University Council for Educational Administration; University of Southern Mississippi

Reform of educational administrator preparation programs has received substantial attention from scholars over the past 15 years. Their works stress the importance of a strong knowledge base, problem-centered learning, and a renewed emphasis on affective development. A trend away from managerial, the scope of the Title I program during two successive school years and identifies emerging trends in the design and implementation of the programs conducted in participating districts and schools nationwide. The document addresses the Title I Grants to Local Educational Agencies Program Part A. The Part A program provides federal financial assistance to eligible school districts and schools to aid their efforts in helping children meet challenging standards, with a particular emphasis on children who are at risk of not meeting such standards. Information is also provided on the Title I State Agency Program for Neglected or Delinquent Children and Youth, which provides free public education to children in institutions for neglected or delinquent children, in addition to educating juveniles through the age of 21 who are in adult correctional institutions. Data and state-by-state summary tables for 1996-1998 are provided. (RJM)

ED 450 475 EA 030 909

Newburger, Eric C.; Curry, Andrea
Educational Attainment in the United States: Population Characteristics. Current Population Reports.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Educational Attainment; *Educational Trends; Elementary Secondary Education; *Government Publications; Grades (Scholastic); Hispanic Americans; *Occupational Information; *Population Distribution; Public Schools; *Racial Differences; Sex Differences; Wages
IDENTIFIERS- *Department of Commerce

Although the United States' overall trend reflects a more educated population, significant differences in educational attainment remain with regard to age, sex, race, and origin. Nevertheless, the educational attainment of young adults (ages 25 to 29) indicates a dramatic improvement by groups who have historically been less educated. This report provides information on basic educational trends and attainment levels across many segments of the population. The findings are based on data collected in the Current Population Survey conducted by the U.S. Census Bureau in March 1999 and refer to the population 25 years and over unless otherwise specified. Overall, educational attainment levels were higher for men than for women. However, for the population ages 25 to 29, educational levels of women exceeded those of men. Additional data are supplied for race, marital status, the labor force, and the foreign born. (DFR)

ED 450 476 EA 030 910

Glennan, Thomas K., Jr.
Design-Based Assistance as a Cornerstone of a School Improvement Strategy. Getting Better by Design, Volume 1.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.; Education Commission of the States, Denver, CO.
PUB DATE- 98
NOTE- 17p.; Volume 1 in a series of 7. For others in the series, see EA 030 911 to 030 916.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

interventions known to be valid and effective. For the area of phonemic awareness, interventions were grouped into the five levels identified by Jo Fitzpatrick. Interventions recommended for each level of phonemic awareness skills training are briefly described. Several interventions to develop reading comprehension skills are then explained. For mathematics, interventions focus on basic math facts and solving multi-step math problems. The final area for which interventions are identified is written expression. A graph lists each intervention by area of concern with information on direct teaching, practice, progress monitoring, and a reference source. (Contains references.) (DB)

ED 450 497 EC 308 252

Taylor, Steven J., Ed.; Blatt, Steven D., Ed.; Braddock, David L., Ed.
In Search of the Promised Land: The Collected Papers of Burton Blatt.
PUB DATE- 99
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Civil Liberties; *Deinstitutionalization (of Disabled); *Developmental Disabilities; Educational Policy; Ethics; Human Services; Institutionalized Persons; *Mental Retardation; *Policy Formation; *Values
IDENTIFIERS- *Blatt (Burton)

This volume contains selections from the writings of Burton Blatt, a prolific writer who advocated for the deinstitutionalization of people with developmental disabilities. Part 1 starts with excerpts from "Christmas in Purgatory" (1966), followed by Blatt's subsequent reflections on reactions to the book, and an address before the Massachusetts legislature. Part 2 contains poems and aphorisms written by Blatt and originally published in "Exodus from Pandemonium" (1970) and "Souls in Extremis" (1973). Part 3 contains excerpts from Blatt's writings on public policy and stresses the need for public policy to have a solid foundation in human values and humanitarian concern. Included are excerpts from the following: "Man through a Turned Lens," "How To Destroy Lives by Telling Stories," "Aspirations and Values," and "The Controversies". Finally, Part 4 contains some of Blatt's writings on the professions. The first two selections, "This Crazy Business" and "The Industries," provide his reflections on mental retardation professions and the field generally. The final excerpt, "If People Could Heed Good Advice," is a personal reflection on living well. A biographical sketch of Burton Blatt is also included. (Contains references.) (DB)

ED 450 498 EC 308 253

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance. Title 34, Code of Federal Regulations, Part 104.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accessibility (for Disabled); *Civil Rights; Compliance (Legal); *Disabilities; Elementary Secondary

and youth with disabilities convicted in adult criminal court and incarcerated in prison. A list of online resources is attached. (Contains 35 references.) (DB)

ED 450 516 EC 308 273

Carrying on the Good Fight: Summary Paper from Think Tank 2000--Advancing the Civil and Human Rights of People with Disabilities from Diverse Cultures.
PUB DATE- 00
NOTE- 29p.; Summary of Proceedings of Think Tank 2000 (May 18-20, 2000, Arlington, VA).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); *Advocacy; *Civil Liberties; *Cultural Differences; *Disabilities; Equal Education; Equal Opportunities (Jobs); Leadership

This paper summarizes a May 2000 conference about advancing the civil and human rights of people with disabilities from diverse cultures. The conference included people with disabilities from diverse cultures and members of national civil rights organizations. The conference identified five priority areas for attention: (1) cultivating leadership development; (2) removing educational barriers; (3) providing equal opportunity and access to employment; (4) upholding human rights and civil rights; and (5) expanding voter registration and voter participation. The resulting action plan was organized into four categories: leadership development and capacity building, outreach, coalition and constituency building, and monitoring and evaluation. Examples of specific components of the action plan include: formation of an action organization to be called Leadership Coalition Unlimited, development of an advocacy tool kit, establishment of a listserv of conference participants, and encouragement of disability rights supporters to become active in local chapters of national civil rights organizations. The entire action plan is appended. (DB)

ED 450 517 EC 308 274

Annual Performance Report to the President and Congress, Fiscal Year 1999.
PUB DATE- 00
NOTE- 26p.; For related document see ED 429 407.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Air Transportation; *Civil Liberties; Delivery Systems; *Disabilities; Educational Change; Employment Potential; Federal Programs; National Organizations; Needs Assessment; *Policy Analysis; Policy Formation; *Public Policy; Quality of Life
IDENTIFIERS- *National Council on Disability

This report describes activities of the National Council on Disability (NCD) during fiscal year 1999. Activities were focused around NCD's four strategic goals: (1) to enhance the lives of people with disabilities of all ages and backgrounds through the development of policy recommendations; (2) to educate the public and elected officials on disability issues; (3) to promote effective delivery of federal services and programs to underrepresented populations such as minorities, rural residents, and youth with disabilities; and (4) to make both schools; (2) the change process (an outline of the building-based change process as it occurred at each school); (3) teamwork (a discussion of effective teaming practices, teams as related to inclusion, and role descriptions); (4) a community of learners (an explanation of strategies for building community in schools and classrooms); and (5) individual student planning (an outline of the program planning process for students with moderate or severe developmental disabilities as well as discussion of curriculum adaptation). Appended are resource lists and Core Team meeting notes for each school for the project's first year. (Contains 71 references.) (DB)

ED 450 536   EC 308 294

Holbrook, M. Cay, Ed.; Koenig, Alan J., Ed.
Foundations of Education, Volume I: History and Theory of Teaching Children and Youths with Visual Impairments. Second Edition.
PUB DATE- 00
NOTE- 352p.; For Volume II, see EC 308 295.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescent Development; *Blindness; Child Development; Codes of Ethics; Cultural Differences; *Educational History; Educational Principles; Educational Theories; Elementary Secondary Education; Multiple Disabilities; Partial Vision; *Special Education Teachers; Standards; *Visual Impairments

This text, one of two volumes on the instruction of students with visual impairments, focuses on the history and theory of teaching such students. The following chapters are included: (1) "Historical Perspectives" (Phil Hatlen) with emphasis on the last 50 years; (2) "Visual Impairment" (Kathleen M. Huebner) which provides general information about blindness and visual impairment; (3) "The Visual System (Marjorie E. Ward) contains basic information on the causes of visual impairment; (4) "Growth and Development of Young Children" (Kay Alicyn Ferrell); (5) "Growth and Development in Middle Childhood and Adolescence" (Karen E. Wolffe); (6) "Psychosocial Needs of Children and Youths" (Dean W. Tuttle and Naomi R. Tuttle); (7) "Children and Youths with Visual Impairments and Other Exceptionalities" (Rosanne K. Silberman); (8) "Multicultural Issues" (Madeline Milian); (9) "Educational Programming" (Sandra Lewis and Carol B. Allman); and (10) "Professional Practice" (Alan J. Koenig and M. Cay Holbroke). Seven appendices include a federal government policy statement on educating blind and visually impaired students; codes of ethics for teachers, orientation and mobility specialists, rehabilitation teachers, and low vision therapists; standards for entry into professional practice; and a statement of necessary knowledge and skills for beginning special education teachers of students with visual impairments. A glossary and list of resources is also provided. (Individual chapters contain references.) (DB)

ED 450 537   EC 308 295

Koenig, Alan J., Ed.; Holbrook, M. Cay, Ed.
Foundations of Education, Volume II: Instructional Strategies for Teaching Children and Youths with Visual Impairments. Second Edition.
PUB DATE- 00

Report.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Mott (C.S.) Foundation, Flint, MI.; Richard and Rhoda Goldman Fund, San Francisco, CA.
PUB DATE- 98
NOTE- 36p.; Funding also received by True North Foundation, Columbia Foundation, and the Foundation for Ecology and Development. For another CPR report on pesticide use in California schools, see EF 005 790.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Pesticides; *Pests; Poisons; *Public Schools; Surveys
IDENTIFIERS- *California; *Health Hazards; Policy Issues

This report presents a statewide assessment of pesticides used in California's school system. Of the 46 school districts responding to the statewide survey, 40 claimed using one or more of 27 particularly hazardous pesticides that can cause cancer, affect the reproductive system, mimic the endocrine system, or act as nerve toxins. Forty-three school districts reported routinely using pesticides. The report suggests that not only have California school districts not embraced opportunities for using least-toxic methods to combat pests, but that the state also has no law requiring notification of parents or teachers before applying pesticides in schools. The report recommends: that state policymakers eliminate the use of pesticides that cause cancer; that school managers take the initiative from state agencies to implement reforms; and that teachers, parents, and students request information about pesticides used in and around schools and participate in school pest management decision- making to ensure that least-toxic pest management is practiced. Appendices provide survey methodology, the survey response information by school district, a list of active ingredients found in surveyed schools, a list of resources for further information, and descriptions of the top five pesticides used by the surveyed schools. (Contains 41 references.) (GR)

ED 450 550   EF 005 940

Guidelines for Retrofitting Bleachers.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Athletic Fields; Elementary Secondary Education; *Guidelines; Gymnasiums; Public Schools; School Safety
IDENTIFIERS- *Bleachers; *Retrofitting

This brochure offers guidance on bleacher retrofitting to prevent falls, and suggests follow-up inspections and maintenance practices. Bleacher styles are described along with descriptions of bleacher-associated deaths, injuries, and hazards. Retrofitting recommendations are offered for guardrails and openings followed by retrofit strategies and planning tips, including retrofit considerations for new hazards. An appendix presents an overview of current code and standard requirements for guardrails and openings in bleachers and grandstands. (GR)

ED 450 580 FL 026 596

First and Second Language Literacy: From Research to Practice. Voices from the Pacific Islands. Videotape .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English; Hawaiian; Kusaiean; Samoan
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *English (Second Language); Hawaiian; Heritage Education; Immersion Programs; Language Minorities; Limited English Speaking; Literacy Education; Samoan; Second Language Instruction; Second Language Learning; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- American Samoa; *Federated States of Micronesia (Kosrae); Hawaii; *Kusaiean; Native Language

This hour-long videotape captures the events of "First and Second Language Literacy: From Research to Practice," a literacy teleconference hosted by Pacific Resources for Education and Learning (PREL). Regional and national educators explore research-based effective practices for teaching and reading to diverse student populations. Through video vignettes, viewers enter classrooms in which reading is taught in English as well as in heritage languages. The video can help expand understanding of research-based strategies for teaching reading to English language learners in linguistically diverse settings. Viewers see classrooms from three Pacific island communities: Kosrae, where reading is initially taught in Kosraean; American Samoa, where English is the language of instruction, and Samoan is used for support; and Hawaii where English-speaking students are taught through immersion in Hawaiian. (KFT)

ED 450 581 FL 026 597

Holden, Bill; Usuki, Miyuki
Learner Autonomy in Language Learning: A Preliminary Investigation.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Cognitive Style; College Students; Foreign Countries; Higher Education; *Independent Study; Interviews; Learning Strategies; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- Japan

This study stems in part from a desire to correct the misapprehension that Japanese students are somehow less autonomous than learners from other cultural backgrounds. The view that Japanese learners tend to be passive, obedient, and quiet is commonly accepted. Much of this "evidence" is anecdotal and comes from teacher observation of student behavior, not interviews with students themselves. Language teaching in Japan is, indisputably, still teacher-centered, and students have been led to rely upon memorization and mechanical

Innovative Foreign Language Course Developments from UTech, Jamaica.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Foreign Language Forum (Cave Hill, Barbados, April 23-25, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communicative Competence (Languages); Cultural Awareness; Foreign Countries; *French; Higher Education; Hospitality Occupations; *Intercultural Communication; *Languages for Special Purposes; Linguistic Competence; *Professional Education; Second Language Instruction; Second Language Learning; *Spanish; Tourism; Work Environment
IDENTIFIERS- Jamaica

Economic globalization make it increasingly important for Caribbean professionals to be able to communicate effectively in English, French, and Spanish. Accordingly, the University of Technology in Jamaica is developing French and Spanish courses designed to teach culturally appropriate and successful communication for specific professions. The design of these courses is radically different from the traditional university courses in both subject content and teaching methodology in order to accommodate the specific practical communication demands now placed on professionals in the Caribbean. This paper discusses the crucial importance of introducing specific occupational foreign language courses to equip undergraduate students with the fundamental foreign language skills necessary to function competently in linguistically diverse Caribbean work environments. It explains how linguistic competence is achieved by designing foreign language courses, using discipline-oriented lexical registers, content-based simulated situations, and nonconformist communicative contextual foreign language teaching methodology. Two illustrative examples of occupational French or Spanish course development for hotel and tourism management are described, highlighting the practical relevance of their course contents and teaching methodology to hotel and tourism management. (Contains 25 references.) (Author/KFT)

ED 450 663 FL 026 623

Murphey, Tim; Kenny, Tom
LSEV: Learner Self-Evaluated Video. Videotape .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Audiovisual Aids; Audiovisual Instruction; *Classroom Communication; Second Language Instruction; *Second Language Learning; *Self Evaluation (Individuals); Videotape Recordings
IDENTIFIERS- Vygotsky (Lev S)

Regularly videotaping students' conversations for them to analyze gives them more holistic data from which they can learn and improve. This learner self-evaluated video shows teachers an innovative use of technology that enhances classroom interaction, increases students' ability to observe and control their learning, and provides teachers with rich data so they can teach to their students' needs and levels. This video

In the context of studies of retaining minority and women students in engineering, this study explored how students perceived that they learned best, how they interacted with other students and faculty, and how students interacted differently during class and between classes in pursuing their engineering studies. The sample was 515 undergraduate engineering students in 3 colleges in New Mexico. Exploratory factor analyses and confirmatory factor analyses were performed in responses to a paper and pencil student survey. Analysis of this data suggested that interactive learning styles differed among respondent subgroups, including male and female, white and minority, and freshmen and seniors. The interactive learning style of students learning by themselves contributed most to the success of four of the six respondent groups. Learning with other students contributed most highly to minority student success, while learning with faculty in an informal environment outside of class contributed most to freshman success. Traditional instructional strategies appeared to support the students who are most commonly successful in engineering programs, but these strategies may not provide the support more diverse students need to achieve positive student outcomes. (Contains 1 table and 10 references.) (SLD)

ED 450 627   HE 033 800

McShannon, Judith
Gaining Retention and Achievement for Students Program (GRASP): A Faculty Development Program To Increase Student Success.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cognitive Style; *College Faculty; Engineering; *Faculty Development; Females; Higher Education; Interaction; Program Effectiveness; Program Evaluation; School Holding Power; Sex Differences; Student Attitudes

This study investigated the effects of a faculty development program offered to increase positive interactions between students and faculty and the effects of these interactions on student achievement and retention. The Gaining Retention and Achievement for Students (GRASP) program supports the accreditation process of the Accreditation Board of Engineering and Technology through faculty development. Students enrolled in eight engineering classes completed an interactive learning style instrument to show their preferred learning styles. Observations of selected civil engineering and mechanical engineering classes at New Mexico State University and documentation of student interactions supplemented the learning style information. Data were compiled for 677 students in 8 classes. There was an average increase of 9% in student retention and achievement from the semester before the faculty participated in the program to the current semester. These results were measured through students' final course grades and the number of students failing or withdrawing from the courses. The increases were especially noted for female students. The semester before the interaction project, some courses had a retention/achievement rate for female students as low as 58%. (SLD)

ED 450 628   HE 033 801

Golde, Chris M.; Dore, Timothy M.

Experiment, 1966-1970.
PUB DATE- 99
NOTE- 22p.; Lecture presented at a meeting of the Cornell Club of Maryland (Baltimore, MD, April 28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- e a Groupie" (David M. Kaufman and Karen V Mann); (20) "Reflecting,Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; Attitude Change; *Black Students; Black Studies; College Admission; *College Students; *Educational Experience; Higher Education; *Student Attitudes; Undergraduate Students
IDENTIFIERS- *Cornell University NY

A graduate of Cornell university's class of 1970 reflects on his experiences as a black undergraduate at Cornell from 1966 to 1970, what affirmative action meant to him and his generation of college students, and the self-education black students experienced at Cornell at that time. William Bowen and Derek Bok recently published "The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions," a study of the effects of affirmative action. Bowen and Bok analyzed data on 45,000 students who entered selective colleges in the fall of 1976. Their study indicates that affirmative action policies have helped minority students prepare for many opportunities and that the racially diverse environment provided by affirmative action policies has helped all students prepare to live and work in the increasingly diverse U.S. society. The study also found that, without affirmative admissions, minority enrollment would decline at selective colleges, and that affirmative action policies did not result in the denial of admissions to significant numbers of qualified applicants. The author reflects on what the affirmative action policies at Cornell meant to his own education, and he describes the climate at Cornell in the late 1960s as the first African American students to enter Cornell used a self-education process to make their formal education relevant to the needs of the black community and to lay the foundations of the Black Studies academic movement. (SLD)

ED 450 651 HE 033 827

Castle, David; Joseph, Gillian M.
Linking the Knowledge Economy to Prosperity in Continuing Education: A Preliminary Analysis.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the Canadian Association for University Continuing Education (47th, Guelph, Ontario, Canada, June 11-14, 2000). Sponsored by the Ontario Council for University Lifelong Learning.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *College Faculty; *Continuing Education; *Economic Factors; Foreign Countries; Futures (of Society); Higher Education; *Information Technology; Surveys
IDENTIFIERS- *Canada; *Knowledge Bases

This paper integrates the results of a comprehensive literature search on the topic of the knowledge based economy with a preliminary analysis of responses about the knowledge based economy from a Canada-wide survey of members of the Canadian when a small decline in fees began at both systems. (SLD)

ED 458 672 HE 033 848

First-Time Freshmen in California Colleges and Universities, Fall 1999. Factsheet.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Freshmen; *Enrollment; High School Graduates; Higher Education; Public Colleges; *Student Characteristics
IDENTIFIERS- *California; Fact Sheets

This factsheet describes the enrollment and characteristics of first-time college freshmen in California public colleges and universities in fall 1999. Slightly more recent California high school graduates enrolled in public postsecondary institutions in fall 1999 than in the previous fall, but this growth did not keep pace with the rise in the overall number of high school graduates. Graduates increased by 5.4%, while the number of first-time freshmen rose by only 0.7%. The public college-going rate of California students decreased from 50.8% in fall 1998 to 48.5% in fall 1999. No useful information was available on any unmet demand at community colleges, and the applicant numbers and admission rates for the university systems illustrate conflicting trends. In some areas, such as Orange County and the Sacramento area, the higher education participation rates of recent high school graduates actually increased, in contrast to the statewide trend. The changing patterns of college participation among students from different racial-ethnic groups contributed differentially to the statewide changes. Across all three public postsecondary educational systems, the participation rates of public high school graduates from all racial/ethnic groups except Asians decreased in fall 1999. The fastest growing group of California high school graduates, Latino students, not only had the lowest postsecondary participation rates, but these rates have been declining in recent years and continued to do so in fall 1999. (SLD)

ED 458 673 HE 033 849

Eaton, Judith S.
Distance Learning: Academic and Political Challenges for Higher Education Accreditation. CHEA Monograph Series 2001, Number 1.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Accrediting Agencies; *Distance Education; Educational Experience; *Educational Policy; Higher Education; *Teaching Methods
IDENTIFIERS- *Self Regulation (Groups)

Distance learning challenges the academic work of colleges and universities as well as the politics of self-regulation. This, in turn, places significant responsibility on the accrediting community in two ways. First, accreditors must take the initiative in defining the differences in teaching and learning that distance learning brings in order to sustain the quality of information literacy as an alternative to the behavioral model that dominates the education and research. The metaphor of an "information literacy wheel" is used to examine problems associated with the behavioral model and to propose the adoption of a relational approach. Three spokes of the wheel are analyzed: information literacy, information literacy education, and research. An empirical study into information users' conceptions of information literacy was conducted to form an initial hub for the relational information literacy wheel--a detailed picture of the different ways in which information literacy is conceived among a group of experienced information users. An outcome space which depicts the conceptions of information literacy is comprised of seven categories that describe particular ways of interacting with information. These include: the information technology conception; information sources conception; information process conception; information control conception; knowledge construction conception; knowledge extension conception; and wisdom conception. New directions for information literacy are explored. Includes an index. (Contains 275 references.)(AEF)

ED 450 692   IR 020 540

The EDUTECH Report, 1999-2000.
PUB DATE- 00
NOTE- 98p.; Document printed on colored paper. Published monthly.
  For volume 14, see ED 428 798.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software;
  *Computer Uses in Education; Educational Development;
  Educational Needs; Educational Practices; *Educational
  Technology; Information Systems; Information Technology;
  Technological Advancement; World Wide Web
IDENTIFIERS- Technology Integration; Technology Role

This document consists of the 12 issues, an entire volume year, of the 1999-2000 EDUTECH Report. The newsletter's purpose is to alert faculty and administrators to issues in educational technology. Each issue contains two or three articles, a page of news briefs, a preview of the upcoming issue, and a question and answer column. Most issues also contain brief quotations on education technology-related topics. The following cover articles appeared between April 1999 and March 2000: "Software Standards Are a Good Thing, Right?"; "A Historian of Books, Lost and Found in Cyberspace" (Robert Darnton); "The Key to Great Service: Become the User"; "Student Self Service: More Than a Web Front End"; "Lessons Learned from Teaching with Technology" (Rhonda Taylor Richards); "Hot Issues 1999-2000" (Thomas Warger); "Taking a Ride on the IT Auto Train" (Howard Strauss); "Avoiding Problems in Implementing AIS Software" (Joel M. Smith); "Should We Customize the New AIS?" (Thomas Warger); "Just Say No" (Howard Strauss); "Web Portals: A Home Page Doth Not a Portal Make" (Howard Strauss); and "Always Planning." (AEF)

ED 450 693   IR 020 545

Bracken, James K.; Hinman, Larry G.
The Undergraduate's Companion to American Writers and Their Web
  Sites.
PUB DATE- 01
NOTE- 389p.
LANGUAGE- English

Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580. Tables contain gray areas that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; Developing Nations; *Distance Education; Educational Policy; Educational Practices; Foreign Countries; Foreign Students; Higher Education; *International Education; International Programs; Program Development; Universities

This paper analyzes the broad context and covers practical applications for delivering distance education in countries of the developing world. It begins by examining market trends in global higher education and continues by reviewing existing distance education activity in developing countries. This is followed by a discussion of the conditions--from the pedagogical to the technological--under which United States universities can conduct international distance education in that part of the world. Finally, the report concludes with recommended strategies for engaging people and institutions on behalf of mutually beneficial distance education programs that target or include developing countries. Most strategy options share a common philosophy: be flexible, respect local ways of conducting education, seek an appropriate middle ground where fundamental differences exist, and work to ensure that the flow of learning is two-way; simply exporting the "American way" is neither sustainable nor appropriate. Ultimately, each U.S. university needs to provide its own answer as to why it would choose to engage in distance education in developing countries. A table of mega universities around the world indicating unit costs and a table showing global disparities in telecommunications and computing are appended. (Contains 10 references.) (AEF)

ED 450 712   IR 020 593

Reese, Christopher
PBS Develops Institution-Neutral Online Services for Non-Traditional Adult Learners.
PUB DATE- 99
NOTE- 9p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Students; *Cooperative Programs; *Distance Education; Information Services; Instructional Materials; Lifelong Learning; Nontraditional Education; Online Systems; *Partnerships in Education; World Wide Web
IDENTIFIERS- Department of Labor; Public Broadcasting Service

As the IMS interoperability standards roll closer to widespread usability, the Public Broadcasting Service (PBS) and the United States Department of Labor (DOL) have formed an articulated partnership to develop a Web-based project. This interactive project places institution-neutral student services for non-traditional distance learners on the Web. With seven areas of services, users can seek out educational materials and customize a learning agenda to lead them into a chosen career path or occupational field. PBS and DOL are collaborating on a learning. Students showed a strong interest in experiential learning and rated teaching quality above average to excellent. Virtually all students participated in at least one work- or service-based learning experience. In the three years of the follow-up study, the proportion of Minnesota seniors who planned to work after graduating continued to rise. The almost universal aspiration (of 96 percent) was to attend college, but fewer than 30 percent actually did. While career aspirations were highly diverse, males and females tended to cluster around a few key fields, including teaching (most popular for females) and engineering (most popular for males). A majority of students rated goal setting as the most critical skill for meeting their fall plans. (The report also contains 51 figures, an overview of the study system, and research methodology.) (YLB)

ED 450 223   CE 081 338

Trade Up! Careers in Construction: What's in the Construction Industry for Me? Teacher Guide.
PUB DATE- 00
NOTE- 57p.; Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Apprenticeships; *Building Trades; Career Education; *Career Exploration; *Career Planning; *Construction Industry; Construction (Process); Developed Nations; Foreign Countries; Instructional Materials; Learning Activities; Secondary Education; Teaching Guides; Technology Education; Trade and Industrial Education
IDENTIFIERS- *Alberta; Career Paths

This teacher guide is designed to help Alberta, Canada, youth discover, explore, and more fully understand careers and career paths in the four sectors of the construction industry--commercial, industrial, residential, and road building. An introduction discusses potential uses of the materials and explains why Alberta students need to know more about careers in the construction industry. Section 2 describes materials on and use of the CD-ROM. Section 3 suggests courses for which this teacher guide and the CD-ROM are suitable resources and gives two examples of how they might be used as teaching and learning resources. Section 4 shows career paths in construction and explores apprenticeship pathways. Section 5 answers frequently asked questions about working in construction. Section 6 contains materials designed to encourage junior and senior high school students to learn more about the construction industry, where they might fit into it, and how to plan for a career in this area. These materials include 5 student handouts and 10 student activities. Answer keys are provided as necessary. (YLB)

ED 450 224   CE 081 339

Gross, Robert C.
Testimony by Robert C. Gross, President, Interstate Conference of Employment Security Agencies (ICESA) and Executive Director, Utah Department of Workforce Services before the Committee on Ways and Means, Subcommittee on Human Resources and Committee on Education and the Workforce, Subcommittee on Postsecondary Education, Training and Life-Long Learning, U.S. House of Representatives.
PUB DATE- 00

different Job Corps program experiences.) (MN)

ED 450 241   CE 081 386

Burghardt, John; McConnell, Sheena; Meckstroth, Alicia; Schochet, Peter; Johnson, Terry; Homrighausen, John
National Job Corps Study: Report on Study Implementation.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 99
NOTE- 143p.; For other National Job Corps Study documents, see ED 441 978, CE 081 130-131 and CE 081 387-389. MPR Reference No.: 8140-510.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; Career Education; Community Relations; Comparative Analysis; Control Groups; Cost Effectiveness; Counseling Services; Data Analysis; Data Collection; Disadvantaged Youth; Educational Research; *Employment Programs; Evaluation Criteria; Experimental Groups; Matched Groups; Measurement Techniques; Models; National Programs; National Surveys; Outreach Programs; Participant Characteristics; Program Effectiveness; *Program Evaluation; Program Implementation; Quasiexperimental Design; Records (Forms); *Research Design; Research Methodology; Sample Size; *Sampling; Statistical Analysis; Tables (Data); Vocational Education; Youth Employment; Youth Programs
IDENTIFIERS- Impact Studies; Informed Consent; Job Corps; *National Job Corps Study

The National Job Corps Study was conducted in 1994-1996 to provide a thorough and rigorous assessment of the impacts of the Job Corps on key participant outcomes. To ensure that the study was well implemented, a study team from Mathematica Policy Research, Inc., (MPR) investigated outcome and admission (OA) procedures in each Job Corps region and developed proposed procedures for conducting random assignment tailored to each region. A four-step core random assignment process was implemented. During the sample intake period, MPR staff monitored sample buildup to ensure that the research sample was near target levels and determine whether the initial sample design parameters required adjustment. Job Corps staff implemented the random assignment procedures successfully over the 16-month sample intake period. Overall, the study had noticeable effects on key aspects of program operations but modest effects on OA counselors' activities and the composition of students coming to the program. (Fifteen tables/figures are included. The following items are appended: lists of special programs excluded from the Job Corps evaluation and data items needed for random assignment processing and monitoring; Job Corps study materials and forms; a chronology of random assignment implementation; and a list of processing steps performed by MPR before random assignment.) (MN)

ED 450 242   CE 081 389

McConnell, Sheena
The Value of the Output and Services Produced by Students While Enrolled in Job Corps.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 99
NOTE- 115p.; For other National Job Corps Study documents, see ED 441 978, CE 081 130-131 and CE 081 387-388. MPR Reference No.:

IDENTIFIERS- *Connecticut; Time Limited Welfare; Welfare to Work Programs

This report focuses on people who entered the Jobs First evaluation when they were applying for or receiving cash assistance in the Manchester and New Haven (Connecticut) Department of Social Services offices between January-June 1996 and who left cash assistance within 18 months after entering the program (before reaching the 21-month time limit). Section II describes methodology used in analyses. Section III reviews the Jobs First program model, highlighting aims and these key program features: time limit, earned income disregard, and mandatory "work first" employment services. Section IV examines baseline characteristics of leavers and non-leavers. Section V presents data on employment, earnings, cash assistance receipt, and Food Stamp use from the quarter before sample members exited from welfare to the fourth quarter after exit. Section VI presents characteristics of leavers at the 18-month interim survey. Section VII examines leavers in relation to the time limit. Section VIII concludes the following: one key effect of Connecticut's unusually generous earned income disregard is that individuals who left welfare for work before reaching the time limit typically had relatively good jobs and did not return to welfare quickly; because of the way the time limit is implemented, sample members who left owing to the time limit were very likely to be employed; a large proportion of leavers lack health insurance; and many leavers have low household incomes. (YLB)

ED 450 260 CE 081 413

Auspos, Patricia; Miller, Cynthia; Hunter, Jo Anna

Final Report on the Implementation and Impacts of the Minnesota Family Investment Program in Ramsey County.

SPONS. AGENCY- Minnesota State Dept. of Human Services, St. Paul.; Ford Foundation, New York, NY.; Department of Agriculture, Washington, DC.; Mott (C.S.) Foundation, Flint, MI.; Annie E. Casey Foundation, Baltimore, MD.; McKnight Foundation, Minneapolis, MN.; Northwest Area Foundation, St. Paul, MN.; George Gund Foundation, Cleveland, OH.; David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.; Smith Richardson Foundation, Inc., Greensboro, NC.; Administration for Children and Families (DHHS), Washington, DC.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.; Centers for Disease Control (DHHS/PHS), Atlanta, GA.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Edna McConnell Clark Foundation, New York, NY.

PUB DATE- 00

NOTE- 76p.; Dissemination supported by the Ambrose Monell Foundation, the Alcoa Foundation, and James Irvine Foundation. Also supported by the Arco Foundation, Grable Foundation, Ewing Marion Kauffman Foundation, Open Society Institute, and Union Carbide Foundation.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; Client Characteristics (Human Services); Comparative Analysis; Economically Disadvantaged; *Employment Patterns; *Employment Programs; Job Training; Labor Turnover; *One Parent Family; *Program Effectiveness; Program Evaluation; *Program Implementation; State Programs; Tenure; Wages; *Welfare Recipients

IDENTIFIERS- Aid to Families with Dependent Children; Job Opportunities and Basic Skills Program; Minnesota; *Minnesota

Temporary Assistance for Needy Families; *Welfare to Work Programs

The impacts of 20 welfare-to-work programs across the United States were evaluated to determine which clients derive the greatest benefits from different approaches to moving individuals from welfare to work. Of the 20 programs examined, 7 were characterized as employment focused, 5 provided a mix of first activities without an employment focus, 4 were employment focused with a mix of first activities, and 4 were employment focused with job search as the first activity. Measures of psychosocial well-being and barriers to work were typically not strongly related to impacts on earnings. The programs increased earnings about as much for more disadvantaged groups as for less disadvantaged groups. Employment-focused programs tended to be more effective than education-focused programs for the more disadvantaged groups. Programs providing a mix of first activities tended to help the broadest range of people. Although programs that required most individuals to look for work immediately increased earnings faster than programs that directed most participants toward basic education, the differences dissipated over time. It was concluded that the most disadvantaged participants can be helped if resources are targeted toward them and programs are developed to meet their needs. (Sixteen publications from the evaluation are listed.) (MN)

ED 450 276   CE 081 437

Freedman, Stephen; Friedlander, Daniel; Hamilton, Gayle; Rock, JoAnn; Mitchell, Marisa; Nudelman, Jodi; Schweder, Amanda; Storto, Laura

Evaluating Alternative Welfare-to-Work Approaches: Two-Year Impacts for Eleven Programs. National Evaluation of Welfare-to-Work Strategies.

PUB DATE- 00

NOTE- 375p.; For related studies on the National Evaluation of Welfare-to-Work Strategies, see CE 081 415-416 and CE 081 435. Child Trends, a subcontractor, is conducting the Child Outcomes Study, which is funded by the Foundation for Child Development and the William T. Grant Foundation. The Riverside County, California, evaluation is funded by the California Department of Social Services, California State Job Training Coordinating Council, the California Department of Education, and the Ford Foundation.

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Accountability; Adult Education; Attitude Change; Basic Skills; Caseworker Approach; Children; Client Characteristics (Human Services); Comparative Analysis; Day Care; *Delivery Systems; *Education Work Relationship; Educational Attainment; Educational Policy; Employed Women; Employment Level; Employment Patterns; *Employment Programs; Employment Qualifications; Employment Services; Family Work Relationship; Financial Support; Followup Studies; Fringe Benefits; Health Insurance; Job Skills; Job Training; Mothers; National Surveys; One Parent Family; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Public Policy; Salary Wage Differentials; Services; Skill Development; Ta California (Riverside);

IDENTIFIERS- California (Riverside); Georgia (Atlanta); Impact Studies; Job Opportunities and Basic Skills Program; Michigan (Detroit); Michigan (Grand Rapids); Ohio (Columbus); Oklahoma

Receptivity in the Hotel and Restaurant Industry" (David S. Bender, James A. Bardi); "Using Qualitative Case Study to Evaluate a Pre-employment Training Program for Adults" (Susan C. Biro); "Assessing the Effectiveness of a Faith-Based Learning Environment for Adults: A Case Study and Comparative Analysis" (Anthony L. Blair); "Evaluating the Value of Internships for Adult Learners" (Gary J. Dean, Kurt P. Dudt); "The Value of Higher Education: A Latino Perspective" (Denise K. Hay); "The Intricacies of Initiate-Response-Evaluate in Adult Literacy Education" (Patsy Medina); "Where Cancer Patients Receive Information: A Comparative Study with Patients and the Perception of Health Care Professionals" (Eileen Milakovic); "Adult Students Speak Out; A Focus Group Research Project" (Sherry Miller Brown); "Identifying the State of the Art: Measures Used to Assess Adult Learners in Even Start Family Literacy Programs" (Joe Norden Jr., Gary J. Dean); "Family Literacy and Adult Education: Informing Practices That Encourage Participation" (Stephanie Wexler-Robock, Kathleen P. King); and "More Than Just Reading and Math: Women in Adult Basic Education" (Lisa J. Wright, Kathleen P. King). Most papers include substantial bibliographies. (MN)

ED 450 292   CG 030 583

Wilson, Marilyn, Ed.
The California School Psychologist, 1999.
PUB DATE- 99
NOTE- 81p.; Produced annually.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescent Development; *At Risk Persons; Attention Deficit Disorders; Autism; Cognitive Ability; Counseling; Counselor Educators; *Counselor Training; Disabilities; Elementary Secondary Education; Foster Children; *Professional Associations; *School Psychologists; Truancy

This publication of the California Association of School Psychologists includes articles written by practitioners, trainers, and students. The topics represent a sampling of the broad range of students that school psychologists are asked to serve today. Two articles discuss current findings relevant to working with the populations of students who are severely handicapped. Another article examines the challenges of serving at-risk students. It also features reviews of literature and theoretical perspectives on topics relevant to practice in psychology and education. The titles include: "Considerations for the School Psychologist When Providing Services for Maltreated Foster Children: A Developmental Perspective" (Linda Webster); "Diagnosis of Attention-Deficit/Hyperactivity Disorder (ADHD) in Childhood" (Steven A. Brock); "Naturalistic Teaching Strategies (NATS) To Teach Speech to Children with Autism: Historical Perspective, Development, and Current Practice" (Marjorie H. Charlop-Christy; Linda A. LeBlanc; Michael H. Carpenter); "Working with Families: Understanding Parent Views Regarding Inclusive Placements for Their Children with Significant Cognitive Disabilities" (David S. Palmer; Sharon A. Borthwick-Duffy; Keith Widaman); and "California's Targeted Truancy and Public Safety Program: Preliminary Outcomes Associated with Two School Districts' Truancy Abatement Efforts" (Michael S. Pobanz; Michael J. Furlong; J. Manuel Casas; Catherine M. Brown). (JDM)

ED 450 293   CG 030 584

juveniles within the juvenile justice system. A summary is provided of key decisions and steps that must be taken to develop a program of controlled substance testing and to help select the appropriate categories of juveniles to test. Recent trends in substance abuse among youth are presented and the major indicators of the need for substance testing are explained. Several of the consequences of substance abuse among youth are delineated such as school problems; health and safety consequences; peer relationships complications; family issues; and social and economic costs. Key elements of implementing a program of substance testing are described and examples of substance-testing programs in a variety of juvenile justice agencies are included. The most important ingredient of a substance-testing program is the intervening that needs to occur after testing to help stop youth from using controlled substances. A list of references for program contacts, suggested readings, and addresses of organizations are included. (Contains 20 references.) (JDM)

ED 450 314   CG 030 740

Seiz, Stephen G.
Moses and Superman Come Home: Counseling Adoptees and Adoptive Families.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Conference of the American Counseling Association (San Antonio, TX, March 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adopted Children; *Adoption; *Adoptive Parents; Biological Parents; *Counseling; Counseling Techniques; Family Relationship; Family (Sociological Unit); *Identification (Psychology); Interpersonal Communication; Story Telling
IDENTIFIERS- Solution Focused Brief Therapy

This paper looks at three parties impacted by adoption: the adoptive parents, the adopted child, and the adoptive family. When working with adoptive parents, counselors should respect the strength of the couple, their commitment to parenthood, and the closeness that may develop from weathering the issue of childlessness. Adoptive parents are encouraged to feel a sense of entitlement to their adopted child, to not reject or criticize birth parents, and to accept the differences between adoptive and biological families. Behaviors of adopted children include the need to be perfect, fantasies bout their family of origin, and feelings of grief and loss. Successful adoptive families work at acknowledging their differences by participating in family building, practicing equality, realizing the salience of adoption, and maintaining open communication on the subject of adoption. Two techniques for counseling with adopted families are discussed. These include the brief solution focused therapy model employed by the Center for Adoptive Families, and the therapeutic tool of the adoption story. It is important to realize that adoptive families seek counseling services with problems and concerns similar to other families. By ignoring the adoption issues the counselor may contribute to the silent and mysterious influences adoption issues have on the family, or may be ignoring a potential avenue to growth and change. (Contains 22 references.) (ADT)

ED 450 315   CG 030 741

North Carolina: A Position Statement and Supporting Paper.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; Disadvantaged; Elementary Education; Grade 5; Grade 8; *Mathematics Achievement; Professional Associations; *Reading Achievement; School Psychologists; State Curriculum Guides; *State Standards; *Test Reliability; *Test Validity
IDENTIFIERS- North Carolina; North Carolina End of Grade Testing Program

School psychologists are in a unique position to add to the discussion about accountability efforts and the effect on students, teachers, and education. At the end of North Carolina's 2000-2001 school year, End-of-Grade (EOG) scores will be used to hold individual students accountable for their own achievement. Fifth graders will be required to score a Level III on both EOG reading comprehension and math in order to be promoted, and next year eight graders will face similar gateways. The North Carolina School Psychology Association contends that use of Student Accountability Standards (SAS) to make major decisions about individual students is not adequately validated and will cause serious harm to the state's most vulnerable students. They question the fairness of EOG test results and the disproportionate impact of certain aspects of the SAS on minority and culturally disadvantaged students, economically disadvantaged students, and students with limited English language. This report points out how EOG test results does not measure up to established standards of reliability, validity, and fairness necessary for making decisions about individual students. Several arguments are presented on the detrimental effects of retention on students. Alternatives to this method are presented that support student learning and help prevent student failure. (Contains 38 references.) (Author/JDM)

ED 450 337   CG 030 795

Winchell, Kristina; Hyman, Irwin
Teacher Variance Inventory-IV: Psychometric Properties and Advanced Applications for Use in Consultation.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Counseling; Elementary Secondary Education; Models; Personality Theories; *Resistance (Psychology); *School Psychologists; *Teacher Attitudes; Teacher Education

This paper describes the development of the fourth and latest version of the Teacher Variance Inventory-IV (TVI-IV). It was designed to improve the psychometric properties of the TVI and explore other characteristics that enable the TVI to be used for teacher consultation. The TVI-IV is a self-report measure based on Teacher Variance theory, a multidimensional model for consultation and teacher training. It was developed due to the failure of many respondents using TVI-III to demonstrate consistency between their understanding about the cause of

PUB DATE- 01
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Content Area Reading; *Content Area Writing; Intermediate Grades; Learning Activities; *Reading Skills; *Reading Strategies; Secondary Education; Visual Literacy; *Writing Skills; *Writing Strategies
IDENTIFIERS- *Technology Integration

This book, which focuses on strategies for content area literacy, employs a step-by-step approach to help students comprehend content area texts, effectively express their ideas in writing, and acquire the literacy skills they need to succeed. The book provides a research-based framework for teaching reading and writing with strategies for teaching vocabulary and graphic (or visual) literacy. It also shows how to integrate technology by offering computer connection activities in every chapter. And it features a variety of reproducible blackline masters to make application easy. Following an introduction, the book is divided into the following chapters: (1) Creating the Framework for Reading; (2) Setting the Framework for Writing; (3) Keying into Vocabulary; (4) Strategies for Comprehension; (5) Research Writing; (6) Integrating Reading and Writing in the Classroom; and (7) Assessing Reading and Writing. Contains an 88-item bibliography. (MKA)

ED 450 357 CS 014 295

Osborne, Dawn
Communicating How Words Work.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- *Classroom Communication; Elementary Education; *Emergent Literacy; *Instructional Effectiveness; *Reading Instruction; *Reading Strategies; Reading Writing Relationship; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- *Reading Recovery Projects; Zone of Proximal Development

Within the Reading Recovery lesson framework, the "Making and Breaking" portion, which focuses on how words work, consists of a mere 1 to 3 minutes, yet can potentially provide a powerful reciprocal link between reading and writing. This article argues that careful consideration and utilization of effective language practices by the teacher can increase the power of the linking sound sequence with letter sequence experience in the Reading Recovery lesson framework. The article describes the many facets of language within the "Making and Breaking" portion of the Reading Recovery lesson, discussing eight key ideas: explain principles; use consistent language across the lesson; use explicit language and simple vocabulary; demonstrate first; explain why; begin with the child's known; use reciprocal language; and consider the child's Zone of Proximal Development. A conversation during "Making and Breaking" is attached. (SR)

ED 450 358 CS 014 296

(150)
DESCRIPTORS- Academic Discourse; *Critical Reading; Elementary Secondary Education; *Freshman Composition; Higher Education; Instructional Innovation; *Reading Comprehension; *Reading Instruction; Student Needs

Though the expressivist and process movements rightly banished literary interpretation from the writing class, they went much too far in similarly banishing the study of texts and reading in favor of the "productive" act of writing. This paper argues that undergraduates can play their "professors' game," the Burkean parlor game of Kristeva's intertextuality and Bakhtin's heteroglossia. The paper asks how professors can teach their students the "new rules," and it contends that the ideal place to issue the invitation is the freshman composition class that so long ago was declared off-limits to reading. It states that it is time to recognize that reading, too, is productive, both as the crucial flip side of writing and as a significant part of the conversation that leads to production and affirmation of new meaning and knowledge. It argues that it is time to introduce students to the sorts of reading--critical and contributive--on which their professors, as professional academics, rely. The paper first provides an overview of what is known about elementary reading instruction and about high school and informational reading. It then discusses critical and contributive reading and details ways of teaching such reading in the composition course. The paper concludes that since one semester of reading instruction is rarely sufficient to produce marked change, the next difficult but necessary step will be trying to quantify any improvement. (Contains 29 references.) (NKA)

ED 450 378   CS 217 404

Browning, Judith
When the Professor Is Wrong: Students Helping Teachers To Learn.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Classroom Techniques; *College Faculty; Higher Education; Instructional Effectiveness; *Literary Criticism; *Teacher Student Relationship
IDENTIFIERS- Authority; Journey Literature; *Teaching Perspectives; Women in Literature

This paper recounts a difficult and valuable lesson in one educator's teaching career--when her students helped her to see a central flaw in her approach to the texts in a course entitled "Women in Literature." The paper first gives some background about the educator's preconceptions when she developed the material for the "Women in Literature" course, and how she envisioned the course as an application of the heroic journey pattern (such as in "Sir Gawain and the Green Knight" and "Paradise Lost"). It then states that the students noticed that there were more variations than similarities to the literature the class was reading, and that the selections did not fit the heroic journey pattern. The paper focuses on how the selections for the course differed from the heroic journey model, citing three major distinctions. It explains

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Hypermedia; *Tutorial Programs; *Tutoring; *Tutors; Writing Improvement; *Writing Laboratories
IDENTIFIERS- Tutor Role; *Tutor Training; *Video Production

A paper describes a project in which a writing center created a Web site using digital video (DV) along with essay texts, scenario notes, and a Web-based response exercise, in order to better prepare writing tutor apprentices for a range of ethical and pedagogical dilemmas which might occur. The paper begins by discussing reasons for the project and the process for making the videos. It then discusses the five scenarios filmed: (1) The Angry Writer; (2) The Fix-It Shop; (3) The Reluctant Reviser; (4) The Grammar Tutorial; and (5) The Nontraditional Student. The paper continues by discussing technological aspects of the project. It concludes with descriptions of additional scenarios filmed later, including: an ESL student, a friend who wants tutoring, a writer with an offensive paper, and a writer who is a student athlete. (Contains 10 references.) (EF)

ED 450 461   CS 217 447

Smith, Carl B.
How To Talk to Your Children about Books.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 91p.; Three additional booklets in this series (CS 217 448-450) offer advice to parents on selecting specific books for children in various age groups.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescent Literature; *Books; *Childrens Literature; Elementary Secondary Education; Family Literacy; *Parent Child Relationship; Reading Aloud to Others; *Reading Material Selection; *Reading Materials

Acknowledging the problems with and the need for family communication, this booklet shows how increasing family reading can improve family communication and bring parent and child closer. It is not designed to teach a child how to read, but will show parents how to help their child become a better and more enthusiastic reader, by experiencing together first-hand the many pleasures and uses of reading. This "how-to" booklet includes easy techniques to prompt book discussions between parent and child; guidelines for selecting books; how to make it a two-way discussion; and deals with motivation, values, and how to make it fun. The first chapter shows parents how to use books to open up communication with their child. Chapter 2 talks about finding time to read, and chapter 3 discusses motivating a child. The last chapter discusses how to determine a child's interests and select books that will match those interests. A final set of guidelines brings together some of the most important points to keep in mind while reading to and with children: Guidelines for Reading Aloud with Children of All Ages; General Guidelines for Book-Sharing Conversations; and Guidelines for Action. (SR) child during the early years helps the child grow into a successful reader. The two ways are: reading to the young child helps him or her build a rich vocabulary which in turn will help strengthen his or her memory skills; and reading to the young child will help him or her learn how to make predictions. The paper contains a 7-item annotated bibliography (No. 3) which recommends books which are good vocabulary boosters and memory enhancers; and another 6-item annotated bibliography (No. 4) which recommends books to help children make predictions. (NKA)

ED 450 422   CS 217 473

Stern, Lois H.
Literature and the Young Child, Part Three: Ages 3-7 . Broadening Experiences/Expanding Imagination & Concepts.
PUB DATE- 01
NOTE- 12p.; For Literature and the Young Child, Parts 1-4, see CS 217 471-474.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Child Development; *Childrens Literature; *Concept Formation; *Imagination; Parent Participation; *Reading Aloud to Others; *Young Children
IDENTIFIERS- *Childhood Experiences; Response to Literature

This paper, three of four on literature and the young child, investigates two more ways that a parent's simple act of reading to a child during his or her early years helps him or her grow into a successful reader, namely: reading to the child will help him or her broaden the range of experiences; and reading to the child will help him or her understand basic concepts. The paper contains a 9-item annotated bibliography (No. 5) which recommends books to broaden experiences/expand imagination; and another 10-item annotated bibliography (No. 6) which recommends books to define and/or refine concepts. (NKA)

ED 450 423   CS 217 474

Stern, Lois H.
Literature and the Young Child, Part Four: Ages 3-8. Appreciating Humor/Facing Uncomfortable Feelings.
PUB DATE- 01
NOTE- 16p.; For Literature and the Young Child, Parts 1-3, see CS 217 471-473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Child Development; *Childrens Literature; *Emotional Problems; *Humor; Parent Participation; *Reading Aloud to Others; *Young Children
IDENTIFIERS- *Emotional Support; Response to Literature

Parents can help foster their children's success as readers by reading to them as much as possible. This paper, four of four on literature and the young child, discusses two ways that parents can help, stating that: reading to the child helps him or her develop and appreciate humor; and reading to the child helps him or her cope with uncomfortable feelings. The paper begins with an anecdote which illustrates how humor can alleviate stress. It then discusses how children can develop a sense of humor. The paper contains a 12-item annotated bibliography (No. 7) which recommends humorous books; and references research on intuition, including information about levels of intuitive input, and the different stages involved in intuitive explorations. Chapter 2, "Developing Behaviors of Intuitive Leadership," examines intuitive leaders and their abilities to "read" the environment. Some behaviors characteristic of intuitive leaders include recognition of timing, a willingness to act, understanding the importance of shared values, embracing shared leadership, trust, collaboration, and a balance in personal and positional political power. Chapter 3, "Powerful Communication: Reading the Silent Language," demonstrates that communication dexterity is paramount to a leader's success, and provides insight into several forms of communication, including listening, speaking, writing, body language, and silence. Intuitive skills can be applied to practical situations involving the art of communication. Chapter 4, "Intuition and the Paradoxes of Leadership," addresses the major paradoxes of leadership, including the leader-versus-manager orientation, autocrat-versus-indecisive decision-making styles, "facilitator-versus-obstructor," and delegating-versus-leader-centered approaches to solving problems. Leaders must provide opportunities for both themselves and their constituents to become skilled in problem solving and decision making. Leaders must empower the staff to make possible the delegation of authority. Effective leaders should realize the important benefits that result from creating collaborative climates. (Contains 26 references.) (TEJ)

ED 450 443   EA 030 832

Angus, David L.; Mirel, Jeffrey E.
The Failed Promise of the American High School, 1890-1995.
PUB DATE- 99
NOTE- 261p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Academic Achievement; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Educational History; *Educational Objectives; *Educational Policy; Educational Principles; Elitism; Government School Relationship; *High Schools; Job Skills; Job Training; National Teacher Certification; *Politics of Education; Role of Education; School Policy; School Role; Track System (Education); Trade and Industrial Education; Vocational Education; Work Experience Programs
IDENTIFIERS- *Cardinal Principles Report; *Committee of Ten; Conant (James Bryant); National Education Association

Calls over the last decade for national educational goals, high academic standards, and improved student performance represent the first sustained challenge to the dominant philosophy of schooling. Chapter 1, "The Professionalization of Curriculum Planning," traces the transformation of American education by elites professionalizing curricula and promoting public high schools. Chapter 2, "Vocationalizing the High School? Curriculum Expansion During the Progressive Era," explores the growing role of vocational education from 1900-1930. Chapter 3, "The Transformation of the High School During the Depression and War," documents a transformation in the nature and function of schools during the depression. Chapter 4, "The Triumph of Curricular Differentiation, 1950-1964," traces the continuing vitality of Progressive Era assumptions about the importance of a differentiated curriculum. Chapter 5, "The Triumph of Curricular Differentiation, 1964-1975," reveals the continuity in the assumptions guiding curricula during a tumultuous era.

authoritarian leadership styles and toward empowering forms of leadership training linking theory and practice coincides with programmatic changes, including reduced emphasis on planning, facilities, buses, and budgets. Current principal candidates must be: skilled in school-based management; able to lead diverse student populations; sensitive to child development; effective instructional leaders;, capable of establishing a "community of learners"; and accomplished in reflective practices. The University of Southern Mississippi's Department of Educational Leadership initiated a major reform of its master's degree program to meet the state's revised standards, employing a cohort model emphasizing matriculation through group orientation. The new program features networks for present learning and future professional collaboration. The program directs professors to plan and deliver instructional programs as a team. Research indicates effective instructional leaders are people oriented, instructional resources for teachers, effective communicators, and highly visible. Students are required to formally interview three principals and share their comparative analysis of responses. This experience allows students to make the quantitative leap from theoretical constructs to real-world practice. (Contains 21 references.)(TEJ)

ED 450 459 EA 030 877

Lewis, Julie E.; Pickett, Dean; Pulliam, Janet L.; Schwartz, Richard A.; St. Germaine, Anne-Marie; Underwood, Julie; Worona, Jay
Safe Schools, Safe Communities.
PUB DATE- 00
NOTE- 98p.; Edited by Naomi E. Gittins.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; *Crisis Intervention; *Crisis Management; Delinquency; Elementary Secondary Education; Emergency Programs; Homicide; News Media; News Reporting; *Psychiatric Services; School Safety; *School Security; Security Personnel; *Student Rights; *Victims of Crime; Violence; Weapons
IDENTIFIERS- *Family Educational Rights and Privacy Act 1974; National School Boards Association

Schools must work together with agencies, groups, and individuals to eliminate the forces leading children to violence. Chapter 1, "School Safety: Working Together to Keep Schools Safe," stresses the importance of community collaboration in violence prevention. Effective prevention requires sharing information about students, consistent with Family Education Rights and Privacy Act (FERPA) guidelines. Other measures important to prevention are a visible law-enforcement presence, communication links with students, and a zero-tolerance policy. Chapter 2, "Balancing Student Safety and Students' Rights," explores relevant case law regarding student rights in such areas as substantive and procedural due process, advance notice, search and seizure, free speech, and privacy rights. Chapter 3, "The Attorney's Role in Responding to Violence: Lessons from Jonesboro, Arkansas," reviews lessons learned by business managers trained in crisis management. For school attorneys, these lessons include involvement in training, investigation, interacting with crisis personnel, review of

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Accountability; Behavioral Objectives; Education; *Educational Change; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Improvement Programs; Learning Strategies; Performance Factors; Public Schools
IDENTIFIERS- *New American Schools

In this interview with New American Schools (NAS) editors, the author explains how design-based assistance to schools works and suggests reasons why it might help schools become more successful in teaching all students to high standards. Questions cover such areas as the features of the NAS effort that distinguish it from other well-known models; definition of "design;" differences between design-based assistance and traditional means of school reform; and means of providing professional development.(DFR)

ED 450 477   EA 030 911

Odden, Allan
How To Create and Manage a Decentralized Education System. Getting Better by Design, Volume 2.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.; Education Commission of the States, Denver, CO.
PUB DATE- 98
NOTE- 21p.; Volume 2 in a series of 7. For others in the series, see EA 030 910, and 030 912 to 030 916.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Accountability; *Decentralization; *Decision Making; Educational Change; Educational Innovation; Elementary Secondary Education; *Management Systems; *Organizational Development; *Power Structure; Public Schools; School District Autonomy
IDENTIFIERS- *New American Schools

Student achievement in American schools must improve dramatically if all young people today are to have equal access to the labor markets and be contributing members of society as adults. Currently, only 20 to 25 percent perform proficiently. Standards-based education reform aims to raise that level to at least 75 percent of students mastering the complex subjects of mathematics, reading, writing, science, and history. Accomplishing this goal means schools must rethink current practices, including their management and organizational systems. The report discusses what is known about the elements of an effective decentralized system, and what research and experience suggest about how to implement such a system. It analyzes the research and imparts a perspective about decentralizing decision making and giving individual schools authority and accountability for higher student achievement. (Contains 51 references.) (DFR)

ED 450 478   EA 030 912

Odden, Allan
How To Rethink School Budgets To Support School Transformation. Getting Better by Design, Volume 3.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.; Education Commission of the States, Denver, CO.
PUB DATE- 98
NOTE- 21p.; Volume 3 in a series of 7. For others in the series, see EA 030 910, 030 911, and 030 913 to 030 916.

Education; Employment Opportunities; *Federal Legislation; *Federal Regulation; *Nondiscriminatory Education; Postsecondary Education; Student Rights
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

This document presents the final regulations of the Office for Civil Rights, Department of Education, concerning nondiscrimination on the basis of handicap in programs or activities receiving federal financial assistance under Section 504 of the Rehabilitation Act of 1973. The first part covers general provisions such as purpose, application, definitions, prohibition of discrimination, remedial action and self-evaluation, grievance procedures, and effect of state or local laws. The next section addresses employment practices, especially prohibition of discrimination, reasonable accommodation, employment criteria, and preemployment inquiries. Accessibility is the topic of the third section, which provides regulations for both existing facilities and new construction. The section on preschool, elementary, and secondary education focuses on areas such as location and notification, free appropriate public education, educational setting, evaluation and placement, procedural safeguards, nonacademic services, preschool and adult education, and private education. The following section lists regulations for postsecondary education concerning admissions and recruitment, treatment of students, academic adjustments, housing, financial and employment assistance, and nonacademic services. The final section considers health, welfare, and social services including drug and alcohol addicts and education of institutionalized persons. (DB)

ED 450 499   EC 308 254

Cardinalli, Antonina; Klingberg, Beverly
Amazing Ants: A Teacher-Friendly Thematic Unit. R.E.A.D. A.N.D. F.E.E.D. Series.
PUB DATE- 00
NOTE- 118p.; Edited by Jane Van Dusen. Illustrated by Sandra Estrada and Anita Jones.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Deafness; *Hearing Impairments; *Language Arts; Language Experience Approach; Learning Activities; Lesson Plans; Partial Hearing; Primary Education; *Thematic Approach; *Units of Study
IDENTIFIERS- *Ants

This guide is one in a series of thematic units designed especially for deaf and hard of hearing children in kindergarten through elementary grades. The series is grounded on the principle that language instruction for these children needs to be repetitive, visual, and taught in a myriad of contexts. It utilizes the language experience approach and techniques including interactive writing, explicit vocabulary instruction, book reading, use of recipes, student-made books, auditory training, and group story boards. The 29 lesson plans are presented in a format which briefly describes the lesson, identifies related curriculum areas, lists vocabulary words, lists needed materials, offers any preparatory information, summarizes the lesson process, and suggests variations and extensions. Also included is a list of suggested children's books about ants and 21 templates and worksheets for use with the lessons. (DB)

NCD a high performance organization. During the year NCD reviewed and evaluated policy issues concerning the need for and coordination of adult services, access to personal assistance services, school reform efforts and the impact of such efforts on people with disabilities, access to health care, and policies that operate as disincentives for individuals to seek and retain employment. During the year NCD also launched its "Disability Civil Rights Monitoring Project," which is evaluating the implementation and enforcement of federal laws protecting the civil rights of people with disabilities and released a report on the civil rights of air travelers with disabilities. (DB)

ED 450 518   EC 308 275

Federal Policy Barriers to Assistive Technology.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); Administrator Attitudes; Agencies; *Assistive Devices (for Disabled); *Disabilities; Health Services; National Surveys; *Needs Assessment; Participant Satisfaction; Policy Analysis; *Public Policy; *Technology; Telecommunications

This report identifies barriers in federal assistive technology (AT) policy to increasing the availability of and access to assistive technology devices and assistive technology services for people with disabilities. The report is the result of a review of the professional literature, a review of federal policies and two stakeholder surveys, one of over 2,000 consumers and one of providers, i.e., the directors of agencies that provide assistive technology, policy experts, and agencies that help people with disabilities obtain AT. One section provides a review of assistive technology policy in the fields of education, employment, health care, telecommunications and information technology, and alternative financing. The report identifies four major barriers: (1) awareness and expertise; (2) accessible product development and deployment; (3) comprehensive and coordinated funding; and (4) research, development, and technology transfer. Eleven recommendations are offered to address each of these barriers. Recommendations address the roles of the Departments of Education and Health and Human Services, Section 508 of the Rehabilitation Act, the roles of the Access Board and the General Services Administration, changes in copyright law, necessary changes in legal definitions, access to telephone service, loan programs, and needed research. (DB)

ED 450 519   EC 308 276

Transition and Post-School Outcomes for Youth with Disabilities: Closing the Gaps to Post-Secondary Education and Employment.
SPONS. AGENCY- Social Security Administration (DHEW), Washington, DC.
PUB DATE- 00
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Education Work Relationship; Federal Aid; Federal Legislation; *Federal Programs; Financial Support; Postsecondary Education; Program

NOTE- 871p.; For Volume I, see EC 308 294.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Blindness; Educational Policy; Educational Principles; Elementary Secondary Education; Evaluation Methods; Federal Regulation; Higher Education; *Instructional Design; *Knowledge Base for Teaching; Partial Vision; Preservice Teacher Education; Special Education Teachers; *Student Evaluation; *Teaching Methods; *Visual Impairments; Visually Impaired Mobility

This text, one of two on the instruction of students with visual impairments, focuses on instructional strategies. The following 21 chapters are included: (1) "Creating and Nurturing Effective Educational Teams" (Irene Topor and others); (2) "Comprehensive Assessment" (Toni Heinze); (3) "Ongoing Assessments: Informal Techniques" (Carol Layton); (4) "Specialized Assessments for Students with Visual Impairments" (Alan Koenig and others); (5) "Basic Techniques for Modifying Instruction" (M. Cay Holbrook and Alan Koenig); (6) "Planning Instruction in Unique Skills" (Alan Koenig and M. Cay Holbrook); (7) "Early Childhood" (Virginia Bishop); (8) "Literacy Skills" (Alan Koenig and M. Cay Holbrook); (9) "Social Studies and Science" (David Ross and Margaret Robinson); (10) "Mathematics" (Gaylen Kapperman and others); (11) "Arts Education" (Donna McNear); (12) "Physical Education and Health" (Carol Farrenkopf and Duncan McGregor); (13) "Visual Efficiency" (Anne Corn and others); (14) "Assistive Technology" (Gaylen Kapperman and Jodi Sticken); (15) "Orientation and Mobility" (Nora Griffin-Shirley and others); (16) "Independent Living Skills" (Pat Kelley and Pat Smith); (17) "Social Skills" (Sharon Sacks and Rosanne Silberman); (18) "Recreation and Leisure Skills" (Duncan McGregor and Carol Farrenkopf); (19) "Career Education" (Caren Wolffe); (20) "Students with Visual Impairments and Additional Disabilities" (Jane Erin); and (21) "Presenting Information to the General Public" (M. Cay Holbrook and others). Six appendices include: federal policy guidelines on educating blind and visually impaired students; "The Core Curriculum for Blind and Visually Impaired Students, Including Those with Additional Disabilities" (Philip Hatlen); "The Role and Function of the Teacher of Students with Visual Handicaps" (Susan Spungin and Kay Ferrell); "Expansion of the Role of the Teacher of Students with Visual Impairments: Providing for Students Who Also Have Severe/Multiple Disabilities" (Rosanne Silberman and Sharon Sacks); standards for entry into professional practice; and a statement of knowledge and skills for all beginning special education teachers of students with visual impairments. A glossary and lists of key readings, resources, and sources is attached. (Individual chapters contain references.) (DB)

ED 450 538   EC 308 296

Shaul, Marnie S.
Student Discipline: Individuals with Disabilities Education Act. Report to the Committees on Appropriations, U.S. Senate and House of Representatives.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aggression; Behavior Problems; *Disabilities; *Discipline; *Discipline Policy; *Federal Legislation; High

ED 450 560   FL 026 185

Smalley, Alan, Ed.
Francophonie: The French Journal of the Association for Language Learning, 1994-1997.
PUB DATE- 97
NOTE- 430p.; Published twice a year.
LANGUAGE- English; French
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; College Students; Computer Uses in Education; Cultural Education; Distance Education; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *French; *French Literature; Grammar; High School Students; Higher Education; Instructional Materials; Internet; Language Proficiency; Language Usage; Multimedia Materials; Oral Language; Second Language Instruction; Second Language Learning; Worksheets; World Wide Web
IDENTIFIERS- Europe; European Community; France; Giono (Jean); Mistral (Gabriela)

This journal focuses on the teaching and learning of French. Selected titles in this volume include the following: "Practical Ideas for Teaching Reluctant Learners in Key Stage 4"; "Learning to Count in French"; "Oh No! The Target Language . . . !" "French and the English 'Invasion'"; "The Sounds of Formal French"; "La Symphonie Pastorale, The Pastor's Diary. What Examiners Want to Know"; "The New Contract for School in France: An English Perspective"; "Professional Education for Europe"; "Directions 2000: CD-ROM for French Learners"; "Satellite Television for Language Learning"; "Informal French, But Just How Informal"; "Parlez Vous Franglais Or Do You Speak Frenglish?" "La Villette: City of Science and Industry"; "New Images, New Culture?" "Teaching Grammar"; "Le Pouvoir et la Vie of the Metamorphosis of Valery Giscard D'Estaing"; "When Prevert Draws the Portrait of a Bird"; "Mistral, Giono and Pagnol as Exponents of Provence"; "Jean de Florette in the French Classroom"; "Communications Strategy and Cultural Tourism: The Case of Fontvieille (B-Du-R)"; "Across the Boards at A Level in France"; "A New Look at Some Old Friends: Truc, Quand Meme, and Justement"; "Une Femme Professeur, une Professeur, une Professeur(e) or une Prof?"; "The Right Tool for the Job"; "Contemporary French Songs and the Representation of Death"; "The BBC French Experience 1996"; "How to Use a Defective Case to Develop the Oral Expression Abilities of Our Students"; "The Yorkshire-Lille Exchange--A New ALL Development"; "Developing the International Dimension for Pupils with Special Educational Needs"; "FIPF In Tokyo"; "Charles de Gaulle, Metaphoric Navigator"; "Video Ergo Sum: A Learning Package from French Satellite TV." (KFT)

ED 450 561   FL 026 186

Brien, Alistair, Ed.
German Teaching: The German Journal of the Association for Language Learning, 1994-1997.
PUB DATE- 97
NOTE- 430p.; Published twice a year.
LANGUAGE- English; German
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Classroom Techniques; College Students; Computer Uses in Education; Cultural Education; Elementary Secondary Education; Evaluation Methods; *German; German Literature; Grammar; High School Students; Higher

approaches to language learning. Given these facts, it is not surprising that Japanese students do not typically demonstrate much learner autonomy or use a wide variety of learning strategies. It is asserted that Japanese students are not any more or less autonomous than learners from different cultural backgrounds; rather, the environment in which they have studied a foreign language, characterized by a formal, teacher-centered, grammar-translation approach that discourages experimentation with language and the development of a set of personalized learning strategies is responsible for the students' classroom behavior. Six groups of four to five Japanese college students were asked to respond individually to 13 questions, the answers to which had been used in several earlier studies and had been shown to be valid indicators of the level of learner autonomy. Results indicate that it is not the learners who are innately passive, but it is an educational system that has created an environment that discourages learner autonomy. Seven references and an appendix with the questionnaire are included. (KFT)

ED 450 582   FL 026 598

van Broekhuizen, L. David
Literacy in Indigenous Communities. Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Education; Heritage Education; Language Attitudes; *Language Dominance; Language Minorities; Language Skill Attrition; Literacy; *Public Policy; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- Endangered Languages

In this research synthesis, notions of literacy from a variety of inclusive rather than exclusive perspectives are presented. Notions of national literacies, mother-tongue literacies, multiple literacies, and bi-literacies are explored. Information and research pertaining to threatened languages, language shift, and language loss is presented, because of the obvious significance these phenomena hold for indigenous communities throughout the world. Furthermore, a number of issues regarding first language literacy instruction are explored, using examples from all over the world. Included in this discussion is status of language, acquisition planning, and corpus planning. Finally, the uses of literacy in a variety of communities and contexts are examined. It is concluded that choices regarding literacy made by indigenous communities are highly divergent. In instances where communities have a true voice, where the choice is not heavily influenced by socioeconomically dominant groups, mother tongues are embraced. For the vast majority of indigenous communities, where such free choices are not available, the language of economics often triumphs over the language of hearth and home. Contains 40 references. (KFT)

ED 450 583   FL 026 599

Levitsky, Alexander, Ed.; Ueda, Masako, Ed.
Modern Czech Studies. Brown Slavic Contributions, Volume XI.
PUB DATE- 99

presents a detailed procedure that teachers can follow or modify, details about equipment, and the rationale behind LSEV's success. (Author/KFT)

ED 450 604 FL 026 624

Murphey, Tim
Shadowing & Summarizing. Videotape .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Audiovisual Aids; Audiovisual Instruction; Class Activities; Second Language Instruction; *Second Language Learning
IDENTIFIERS- *Shadowing; *Summarization; Vygotsky (Lev S)

Shadowing and summarizing are deceptively simple tasks that can greatly enhance learning. This video shows a real class going through shadowing and summarizing activities that train them to carry out these skills in many ways. There are also explanations of the rationale and background to help teachers grasp the value inherent in shadowing and summarizing. (Author/KFT)

ED 450 605 FL 026 625

Reading Aloud to Children in Chamorro. Audiotape .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English; Chamorro
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; *Bilingual Education; *Chamorro; Family Literacy; Heritage Education; Language Minorities; Literacy Education; Parent Child Relationship; *Reading Aloud to Others; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- Guam; *Pacific Trust Territory (Mariana Islands)

This series of audiotapes (cassettes) uses a legend from different island communities in the Pacific to model ways parents can read with their children. English is on one side, Chamorro-- the indigenous language of the inhabitants of Guam and the other Mariana Islands--is on the other. (Author/KFT)

ED 450 606 FL 026 626

Reading Aloud to Children in Ilocano. Audiotape .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English; Ilocano
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; *Bilingual Education; Family Literacy; Foreign Countries; Heritage Education; Language Minorities; Literacy Education; Parent Child Relationship; *Reading Aloud to Others; Second Language Instruction; *Second Language Learning; *Uncommonly Taught Languages
IDENTIFIERS- *Ilocano; *Philippines

This series of audiotapes (cassettes) uses a legend from different island communities in the Pacific to model ways parents can read with their children. English is on one side, and Ilocano--the indigenous language of the inhabitants of

At Cross Purposes: What the Experiences of Today's Doctoral
Students Reveal about Doctoral Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01
NOTE- 63p.; Contains areas of light type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *College Faculty; *Doctoral Programs; Educational Experience; *Graduate Students; Graduate Study; Higher Education; National Surveys; *Student Attitudes; Training

A national study was conducted to provide a snapshot of the experiences of doctoral students in the arts and sciences. The Survey on Doctoral Education and Career Preparation asked students why they pursued degrees, how effective they perceived programs to be, and their expectations and understandings of their programs. Students in 11 arts and sciences disciplines from 27 institutions and 1 cross-institutional program (the Compact for Faculty Diversity) were surveyed. Responses were received from 4,114 students, a response rate of 42.3%. Results suggest that the training doctoral students receive is not what they want, nor does it prepare them for the jobs they take. Many students do not understand what doctoral study entails, how the process works, and how to navigate it effectively. There is a mismatch among the purpose of doctoral education, the aspirations of the students, and the realities of their careers within and outside academia. Doctoral students persist in pursuing careers as faculty members, and graduate programs persist in preparing them for careers at research universities in spite of the scarcity of academic jobs and efforts to diversify the options available for doctorate holders. As a result, students are not well prepared to assume the faculty positions that are available, nor do they have a clear concept of their suitability for life outside of research. (Contains 15 tables and 24 references.) (SLD)

ED 450 629   HE 033 804

Ferrara, F. Felicia
Faculty Management: Maximizing Autonomy and Job Satisfaction under Economic, Administrative and Technological Changes.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Popular Culture Association (28th) and the Annual Conference of the American Culture Association (28th, Orlando, FL, April 8-11, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Educational Change; Higher Education; *Job Satisfaction; *Personnel Management; *Professional Autonomy; Professional Development; *Teacher Attitudes

This paper considers and summarizes information about the current state of autonomy and job satisfaction within U.S. institutions of higher education. First, the forces that often obscure, or lessen, the traditionally autonomous faculty member's sense of job satisfaction are discussed. Then, potentially overwhelming technological changes that contribute to the diminishing sense of an autonomous work setting and job satisfaction are reviewed. Recommendations are also made for professional

Association for University Continuing Education (CAUCE). A knowledge based economy survey was developed based on ideas from the literature, tested on 15 staff members at 2 universities, and mailed to more than 500 CAUCE members Sixty responses were received for a response rate of 12%. The literature and the feedback from the survey indicate that the knowledge based economy is making its presence felt in university continuing education more and more. The only collective definition that emerged from the CAUCE survey supported that highlighted by the literature, but a consistent understanding did not always guarantee support for the perspective. The challenges of establishing an effective internal learning culture, meeting the demands of the global market, and keeping abreast of the ever changing needs of clients and employers were not clear cut. The results of subsequent analyses of CAUCE member responses will incorporate comments from the presentation at the CAUCE meeting. (Contains 91 references.) (SLD)

ED 450 652   HE 033 828

Student Support Funding for Higher Education Institutions, 2001-02. Report.
PUB DATE- 01
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colleges; Day Care; Delivery Systems; Educational Finance; Foreign Countries; *Higher Education; *Resource Allocation; *Student Financial Aid; Student Needs
IDENTIFIERS- *England; Monitoring

This publication provides information about the allocation of funds for student support to higher education institutions in England in 2001-2002 and requests monitoring information on the use of these funds. Student support funds include a variety of services to students, including fee waivers, help with living costs in some cases, and child care funds for students. The document includes background information on student support funding for the 2001-2002 year, guidance to institutions from the Department of Education and Employment, an outline of minimum allocations for Hardship and Bursary funding for individual institutions, and the monitoring information required from institutions by November 7, 2002. Appendixes contain a definition of qualifying childcare, a student benefit payment form, an explanation of residency requirements, a list of institutions with dance and drama awards, and information about short-term hardship loans. A report on the use of access funds in 1999-2000 is included. (SLD)

ED 450 653   HE 033 829

Mason, Keith; Pye, David
Higher Education Summer Schools: Evaluation of the Scheme in 2000. Report.
PUB DATE- 01
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Awareness; *College Preparation;

of the higher education experience. Distance-based teaching and learning must respond to similar expectations of quality that are comparable, even if they are not identical, to the expectations that have such a long and respected tradition in the site-based community. Attention to student achievement is central to these efforts. Second, accreditors must attend to the bond of trust that has been created with government, that in exchange for assurance about quality through voluntary accreditation, government honors the principle of self-regulation and institutional autonomy. This needs to be accompanied by attending to the public's growing demand for reliable information about quality. The five responsibilities for institutions and accreditors outlined in this essay can go a long way toward meeting the challenge of distance learning to both the nature of academic work and the politics of institutional self-regulation. (Contains 34 references.) (SLD)

ED 450 674   HE 033 850

Comparing Ontario and American Public Universities.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Students; *Colleges;
  Comparative Analysis; Educational Finance; *Expenditures;
  Financial Support; Foreign Countries; *Higher Education;
  *Resource Allocation
IDENTIFIERS- Canada; Integrated Postsecondary Education Data
  System; *Ontario; United States

Universities in Ontario, Canada, and the United States were compared using data from the U.S. 1995 Integrated Postsecondary Education Data System and a database based on Statistics Canada information. On average, universities in Ontario would have to hire 35.9% more full-time faculty in order to achieve the student-faculty ratio of U.S. peers. Data on part-time faculty were too incomplete to allow comparison, but the numbers of part-time faculty members are thought to be similar in both countries. On average, Ontario lags behind the United States in funding per student, and institutions in the United States receive 46.0% more state funding per full-time equivalent enrollment and 37.8% more revenue in total than Ontario institutions. U.S. institutions also outspend their Ontario counterparts, especially in the areas of student services, academic support, and institutional support. In many cases, comparisons were also drawn with peer institutions in the Great Lakes area of the Untied States. Among Great Lakes peers, the differences in spending are even more marked. The evidence is clear that states in the United States are investing in higher education. Out of 60 jurisdictions in North American, Ontario ranked 58th in terms of percentage change in funding support, although for the period from 1996-1997 to 1999-2000, Ontario ranked 50th in finding increases. The Ontario government has started to reinvest in universities, but efforts must continue at an accelerated pace to ensure a strong and competitive public higher education environment. (SLD)

ED 450 675   HE 033 851

Maryland Higher Education Commission Data Book, 2001.
PUB DATE- 01
NOTE- 43p.; For the 2000 edition, see ED 440 587.
LANGUAGE- English

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- American Studies; Anthologies; *Authors; Bibliographies; Higher Education; Information Sources; Literature; Reference Materials; Undergraduate Study; World Wide Web

This guide presents a selection of the most authoritative, informative and useful Web sites for today's college and university American literature students and scholars. Nearly 300 American authors whose works are features in the most recent editions of widely used literature anthologies are included in this volume. A chronological arrangement parallels that of popular anthologies and most course approaches. For each author, concise lists of the best Web sites are provided, as well as traditional printed resources, including biographies and criticisms, dictionaries and handbooks, indexes and concordances, journals, and bibliographies. This guide only covers frequently anthologized authors who are the subjects of "good" Web sites; students who want to identify Web sites and references for American authors not found in this volume should consult the resources listed in the sections of "Frequently Cited Web Sites" and "Frequently Cited References." An alphabetical list of authors with page numbers is included at the end of the document. (AEF)

ED 458 694 IR 020 558

Ely, Donald P.; Plomp, Tjeerd
Classic Writings on Instructional Technology. Volume 2. Instructional Technology Series.
PUB DATE- 01
NOTE- 267p.; For the first volume, see ED 394 517.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Authors; Books; Computer Uses in Education; Education; Educational Development; Educational Research; *Educational Technology; *Information Technology; Publications

Selected for their influence on the field, their continued reference over the years, and the reputation of the authors, these 15 seminal papers are considered to be foundations in the field of instructional technology. Extending the purpose of the first volume to primary writings of the 70s, 80s, and early 90s, this work continues to document the history and conceptual growth of the field while offering a substantive grounding for its principles and procedures. The articles (including book excerpts) are arranged in four parts. Part 1, "Definition and Conceptual Background," includes: "The Proper Study of Instructional Technology" (Robert Heinich); "Situated Cognition and the Culture of Learning" (John Seely Brown, Allan Collins, Paul Duguid); "Objectivism Versus Constructivism: Do We Need a New Philosophical Paradigm?" (David H. Jonassen). Part 2, "Design and Development Functions," includes: "The Systematic Design of Instruction: Origins of Systematically Designed Instruction" (Walter Dick, Lou Carey); "In Search of a Better Way to Organize Instruction: The Elaboration Theory" (Charles M. Reigeluth); "Emerging Technologies, ISD, and Learning Environments: Critical Perspectives" (Michael J. Hannafin); "Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption" (Gene E. Hall, Susan F. Loucks, William L. Rutherford, Beulah W. Newlove); "Course Improvement Through Evaluation" (Lee J. Cronbach). Part 3, "Delivery Options," includes: "Reconsidering Research on Learning from Media" (Richard E. Clark); "Learning with Media" (Robert B. Kozma);

career management account to help users hold their electronic information and learning agenda in a lifelong learning portfolio. (Author/AEF)

ED 450 713   IR 020 594

Hoffman, Barbara; Austin, James; Williams, Karen
Sustaining a Virtual Support Organization: The Learning Technologies Partnership--A Model for the New Millennium.
PUB DATE- 99
NOTE- 9p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Educational Environment; Higher Education; *Information Technology; Instructional Improvement
IDENTIFIERS- Learning Organizations; *University of Arizona

To meet the ever growing demand to integrate information technology into all aspects of university life, the University of Arizona has been exploring new support models. One of the most successful strategies for improving the instructional environment is found in the Learning Technologies Partnership. Created in 1995 to improve support and expand development opportunities for teaching faculty, the functional links between diverse service units--computer center, library, teaching center, video services, a new media research center, and the extended university--now support a "virtual organization." The impact of this virtual organization is felt across the curriculum. In its fifth year, the Partnership is preparing to step beyond "doing" to help lead the UA into the next millennium. (Author)

ED 450 714   IR 020 595

Lister, Bradford C.; Danchak, Michael M.; Scalzo, Kim A.; Jennings, William C.; Wilson, Jack M.
The Rensselaer 80/20 Model for Interactive Distance Learning.
PUB DATE- 99
NOTE- 11p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580. Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Distance Education; *Educational Technology; Higher Education; Multimedia Instruction; *Online Systems; Program Development
IDENTIFIERS- *Rensselaer Polytechnic Institute NY; Web Based Instruction

Undergraduate education at Rensselaer Polytechnic Institute has been transformed by the campus-wide use of interactive learning and studio teaching. Rensselaer's 80/20 Model for interactive distance learning is a natural extension of its on-campus educational environment and will form the foundation for the future development of professional and distance education at the Institute. This paper provides an introduction to the evolution of the 80/20 Model, a description of the techniques, technologies and design strategies involved in developing the

NOTE- 7p.; The former name of the National Association of State Workforce Agencies was the Interstate Conference of Employment Security Agencies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Agency Cooperation; Career Information Systems; *Delivery Systems; *Employment Programs; Employment Services; Futures (of Society); Hearings; Job Placement; Job Search Methods; *Job Training; Labor Force Development; Program Implementation; Program Improvement; Social Services; *State Programs; *Unemployment
IDENTIFIERS- Congress 106th

This paper contains a transcript of the testimony of Robert C. Gross, representing state employment services program and unemployment compensation agencies, before the U.S. House of Representatives Ways and Means Subcommittee on Human Resources and Education and the Workforce. According to the testimony, the publicly funded work force system has undergone a remarkable transformation into a coordinated approach in which today's work force learns tomorrow's skills and employers can find tomorrow's promising employees. The features of such a coordinated approach, known as a "one-stop system," include the following: (1) everyone can be served and have diverse needs met; (2) customers, service standards, and resources are shared; (3) components relate to each other and to other systems; (4) multiple programs have a single customer interface; (5) clear customer pathways exist from one service to another; and (6) multiple programs share accountability for system performance. Challenges facing the new work force system include funding, reporting, and partnering, but according to Gross, the system is prepared to meet the challenges of the new economy. (KC)

ED 450 225   CE 081 340

Lerman, Robert I.
Helping Low-Wage Workers: Policies for the Future. Summary of Presentations at the Urban Institute Conference (Washington, DC, May 6-7, 1999).
SPONS. AGENCY- Department of Labor, Washington, DC. Office of the Assistant Secretary for Policy.
PUB DATE- 99
NOTE- 26p.; "With Felicity Skidmore."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Basic Skills; *Disadvantaged; Educational Needs; Employer Attitudes; *Employment Patterns; *Job Skills; Job Training; Labor Force Development; *Low Income; Low Income Groups; *Policy Formation; Poverty; *Public Policy; Underemployment; Wages

Stagnant or declining wages for less-educated workers make policies to upgrade the job market options for low wage workers an urgent priority. One in three low wage workers lives in a low income family. The link between low basic skills and low wages is strong. No single standard of minimum skill requirements applies to all middle income jobs, and rewarding careers require the ability to use sets of skills rather than individual skills in isolation. Employers want to ensure that training is effective and need more evidence linking training and profitability. Income supports that encourage work while raising family income are important. Among them are food

8140-510.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; Comparative Analysis; *Cost Effectiveness; Disadvantaged Youth; Educational Attainment; Educational Research; *Employment Programs; Evaluation Criteria; Followup Studies; Job Skills; Measurement Techniques; Models; National Programs; National Surveys; Outcomes of Education; Participant Characteristics; Participation; *Productivity; Program Costs; Program Effectiveness; Program Evaluation; Research Design; Research Methodology; Skill Development; Statistical Analysis; *Student Projects; Success; Tables (Data); *Vocational Education; Work Experience Programs; Youth Employment; Youth Programs
IDENTIFIERS- Impact Studies; *Job Corps; *National Job Corps Study; Return on Investment

The value of the output and services produced by students while enrolled in the Job Corps was estimated by analyzing data from a sample of 2 projects from each of 23 Job Corps centers. The projects were subjected to in-depth analysis based on independent-estimate and relative-productivity approaches. The following were among the key findings: (1) in 1 year, more than 1 million student-days are spent on all work projects in the Job Corps, with nearly 80% of student-days spent on vocational skills training (VST) projects and 20% spent on work experience (WE) projects; (2) students produce output worth $5.40 per hour spent on VST projects and $7.01 per hour spent on WE projects; (3) over 1 year, Job Corps students produce output worth more than $27 million while conducting non-center-serving projects, which is equivalent to $739 per student year; and (4) students working on center-serving projects reduce centers' operating costs by an estimated $280-$360 per student year, which is small when compared with the program operating costs of approximately $26,000 per student-year. (Twelve tables/figures are included. The following items are appended: a discussion of the weights used in the study; summaries of the work project studies; and standard errors of the estimates.) (MN)

ED 450 243 CE 081 390

Davis, Kyle R.
Factors Influencing the Recruiting and Retaining of Volunteers in Community Organizations.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Adult Learning; Adult Programs; Blacks; Church Role; *Community Organizations; Definitions; Educational Research; Hispanic Americans; Individual Characteristics; Influences; Interpersonal Relationship; Interviews; *Labor Turnover; Life Satisfaction; Literature Reviews; Males; Minority Groups; Motivation; Motivation Techniques; *Recruitment; Religion; Values; *Volunteer Training; *Volunteers
IDENTIFIERS- Impact Studies; *Volunteer Recruitment; *Volunteer Retention

The factors influencing recruitment and retention of volunteers in community organizations were identified through a literature review. The following were among the key findings: (1) helping others is the main reason people volunteer; (2) personal invitation is the most effective means of recruiting

(Ramsey County); Welfare to Work Programs

This report examines implementation and impacts of Ramsey County's Minnesota Family Investment Program (MFIP), a "work first" program. Chapter 1 lists key findings, provides an overview of the Ramsey County variant (MFIP-R) evaluation, and policy relevance of MFIP-R. Chapter 2 describes key features of MFIP-R and compares them with features of MFIP and Aid to Families with Dependent Children (AFCD)/Job Opportunities and Basic Skills Training program (STRIDE); explains samples and data sources used in implementation and impact analyses; and presents demographic characteristics of samples. Chapter 3 discusses implementation of the single-parent MFIP-R and compares it with implementation of MFIP in Hennepin, Anoka, and Dakota Counties. Within that chapter, Section I discusses program success in communicating a strong work first message to recipients; Section II analyzes participation in MFIP-R. Section III provides information on employment and job retention among MFIP-R recipients and characteristics of their jobs. Chapter 4 analyzes impacts of MFIP-R compared with those of AFDC/STRIDE on employment, earnings, and welfare receipt among the single-parent caseload within the first year after program entry. It compares these impacts with MFIP impacts in three urban counties. It reports on implementation and impacts of MFIP-R for two-parent families. Chapter 5 summarizes main conclusions. Appendixes are survey response analysis, data tables, and 14 references. (YLB)

ED 450 2[illegible]1 CE 081 415

Martinson, Karin
The Experiences of Welfare Recipients Who Find Jobs. The National Evaluation of Welfare-to-Work Strategies.
PUB DATE- 00
NOTE- 63p.; For related studies on the National Evaluation of Welfare-to-Work Strategies, see CE 081 416, CE 081 435, and CE 081 437. Child Trends, a subcontractor, is conducting the Child Outcomes Study, which is funded by the Foundation for Child Development and the William T. Grant Foundation. The Riverside County, California, evaluation is funded by the California Department of Social Services, California State Job Training Coordinating Council, the California Department of Education, and the Ford Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Basic Skills; Client Characteristics (Human Services); *Education Work Relationship; Educational Attainment; Employment Level; *Employment Patterns; Employment Problems; Employment Programs; Employment Qualifications; Ethnic Groups; Family Work Relationship; Individual Characteristics; Labor Force Development; *Labor Turnover; Longitudinal Studies; National Surveys; Outcomes of Education; *Program Effectiveness; Public Policy; Salary Wage Differentials; Services; Success; Unemployment; Vocational Education; *Welfare Recipients; Work Experience
IDENTIFIERS- Impact Studies; National Evaluation of Welfare to Work Strategies; *Welfare to Work Programs

As part of the National Evaluation of Welfare-to-Work Strategies (NEWWS), the experiences of welfare recipients who find jobs were studied. The study focused on the employment outcomes of 17,055 program group members from 6 of the 10 NEWWS evaluation sites. Data were obtained from unemployment insurance records and the findings of a survey administered 2 years after random

(Oklahoma City); Oregon (Portland); Temporary Assistance for Needy Families; *Welfare to Work Programs

The 2-year impacts of 11 welfare-to-work programs across the United States were evaluated to determine the relative effectiveness of different approaches to moving individuals from welfare to work. All 11 programs operated under the Job Opportunities and Basic Skills Program. Four programs were employment focused (three low-enforcement and one high-enforcement programs), and seven were education focused (five high-enforcement and two low-enforcement programs). Although the employment-focused programs produced larger gains in employment and earnings over the 2-year follow-up period, concern was expressed that their effects may not be sustained over the long term. Several education-focused programs began to show moderate impacts in year 2. All programs reduced welfare dependency to some degree. The programs did not have widespread, large, or consistent effects on sample members' children; however, positive and negative effects occurred in some programs. High-enforcement programs did not produce the largest impacts, but low-enforcement programs resulted in only small effects. (Ninety tables/figures are included. The following items are appended: supplementary tables and figures; information about family circumstances, child outcomes, and impacts for families with preschool-age children; a survey response analysis; and a comparison of impacts estimated from survey and unemployment insurance data. The bibliography lists 55 references.) (MN)

ED 450 277   CE 081 439

Hedges, Lowell E.
What Being a Teacher Is All About.
PUB DATE- 00
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Aids; Classroom Environment; *Classroom Techniques; Communication Skills; Discipline; Educational Objectives; Educational Philosophy; Educational Strategies; Evaluation Methods; Guidelines; Higher Education; Instructional Materials; Interpersonal Competence; Lesson Plans; Media Selection; Parent Teacher Cooperation; Records (Forms); Resource Materials; School Business Relationship; School Community Relationship; Secondary Education; Student Behavior; Student Evaluation; Teacher Attitudes; Teacher Behavior; *Teacher Education; Teacher Responsibility; *Teacher Role; Teacher Student Relationship; Teaching Methods; *Teaching (Occupation); *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- achers

This document, which was written by a teacher with more than 40 years of teaching experience, is intended to help new and experienced teachers engage in the following activities: reflect upon their philosophy of teaching; plan, conduct, and evaluate their teaching and learning process; and improve the way they function as teachers in their school and community. The following are among the topics discussed: (1) the functions of a teacher (teaching, administrative and management, occupational/subject area specialist, and student counselor functions); (2) techniques for planning lessons (good teaching,

Jimerson, Shane R., Ed.; Wilson, Marilyn, Ed.
The California School Psychologist, 2000.
PUB DATE- 00
NOTE- 76p.; Produced annually.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescent Development; At Risk Persons; Behavior Problems; Bilingual Students; Cognitive Measurement; Counselor Educators; *Counselor Training; Cultural Pluralism; Eating Disorders; Elementary Secondary Education; Family School Relationship; *Professional Associations; *School Psychologists; Thinking Skills

This publication of the California Association of School Psychologists reflects a broad array of topics for those who serve a diverse group of students with a range of needs. The articles in this volume address several current topics, including cognitive assessment with bilingual students; cultural considerations when working with parents; strategies to enhance critical thinking skills; home/school collaborative behavioral interventions; preparing a school district's crisis intervention policy; and research from the field of developmental psychopathology on eating disorders. The titles include: "The California School Psychologist in the 21st Century" (Shane R. Jimerson; Marilyn Wilson); "Using the WPPSI-R with Bilingual Children: Implications for Practice" (Mary diSibio; Thomas Whalen); "Micronesian Cultural Influences on Parent Attitudes Concerning Their Young Child with a Disability: Considerations for Fostering Cross-Cultural Parent/Professional Relationships" (Kathleen Sadao); "Developing Scientific Minds: The Use of Mediated Thinking and Learning To Facilitate Enhanced Student Outcomes" (Carol Robinson-Zanartu; Lois Campbell); "Making it Work at School and Home: A Need Based Collaborative, across Settings, Behavioral Intervention" (Leasha Barry; Grace E. Santarelli); "Development of a School District Crisis Intervention Policy" (Stephen A. Brock); and "The School Psychologist's Primer on Anorexia Nervosa: A Review of Research Regarding Epidemiology, Etiology, Assessment, and Treatment" (Shane R. Jimerson; Renee Pavelski). (JDM)

ED 450 294 CG 030 637

Nelson, Judi-Lee; Hayes, Richard L.
Student Retention Study: Implications for Counseling Psychologists in Schools.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000). Also produced by the School Research Group, which includes Deryl Bailey, Melonie Bell, Lorie Blackman, Carolyn Brennan, Bernadine Campbell-Burden, Marc Grimmett, Melissa Tabin, Pamela Paisley, and Trisha Reeves.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Counselor Training; Dropouts; High Risk Students; Higher Education; *School Community Relationship; *School Counselors; School Holding Power; Secondary Education
IDENTIFIERS- University of Georgia

Efforts to increase collaboration between governments, community

Lum, Christie
Federal Information Resources for Professional Counselors: A Sourcebook of Free and Low-Cost Resources To Support and Enrich Your Work as a Professional Counselor.
PUB DATE- 01
NOTE- 46p.; Produced by the American Counseling Association, Office of Public Policy and Legislation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Aging (Individuals); Career Guidance; Child Abuse; *Counseling; *Counselor Training; *Counselors; Family Violence; *Government Publications; *Health Promotion; Mental Health; *Professional Development; Substance Abuse; Youth Problems

The Federal government supports many information clearinghouses and research institutions that produce free and low-cost publications and materials that can support and enrich the work of a professional counselor. This sourcebook is designed to help tap into and take greater advantage of these resources. The sourcebook provides syntheses of current research, statistics, and research reports; background material about current and emerging policy issues; information about model programs and policies; materials and resources that may be used in school guidance and counseling programs; and educational pamphlets and brochures for the office waiting room. Topics covered include aging; AIDS/HIV; child abuse/family violence; crime; disabilities; education; employment and career development; health; mental health; smoking; substance abuse; and youth and families. For each resource, contact information and a description of the service are included. (ADT)

ED 450 316 CG 030 742

Lum, Christie
A Guide to State Laws and Regulations on Professional School Counseling.
PUB DATE- 01
NOTE- 110p.; Produced by the American Counseling Association, Office of Public Policy and Legislation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counselor Certification; Counselor Qualifications; *Credentials; Elementary Secondary Education; Professional Development; *School Counseling; State Curriculum Guides; *State Licensing Boards
IDENTIFIERS- American School Counselor Association

This report provides an overview of the state credentialing requirements needed for professional school counselors in each of the 50 states and the District of Columbia. The requirements outlined are those necessary to obtain an initial entry-level credential. The overview of state credentialing requirements provides educational, experience, and examination requirements for each state, and tells whether or not background checks are required. This is followed by an overview of state counseling mandates that consider the following categories: whether or not counseling is mandated; grade level for the mandate; ratio of counselor to students; source of the mandate; source of funding for the mandate; and whether or not the state is considering specific misbehaviors and the interventions based on their understanding of these causes. The paper also questions whether extensive training in psychological theory affects response styles. TVI-IV response patterns varied when the instrument was administered to psychologists as compared with teachers. Psychologists' results showed less unexplained variance. Although originally developed for pre-service and in-service training of teachers, the TVI-IV's value in consultation is just being understood. The findings regarding psychologists' responses point to various approaches to training in order to enable consultants to offer a broad perspective. Psychologists can employ this eclectic approach to facilitate an understanding of the nature of resistance and subsequently identify appropriate ways to minimize it. Appendix A is "Teacher Variance Inventory-IV." (Contains 2 figures and 18 references.) (Author/JDM)

ED 450 338 CS 013 894

Birnbaum, Ricki Korey
NewPhonics: An Early Literacy Program for Kindergarten. Videotape .
PUB DATE- 97
NOTE- 0p.; Video won a 1999 Telly Award for outstanding video production.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Beginning Reading; Educational Games; Instructional Effectiveness; *Kindergarten; Phoneme Grapheme Correspondence; *Phonics; Primary Education; Program Descriptions; *Reading Instruction; Reading Readiness
IDENTIFIERS- Direct Instruction; *Phonemic Awareness

This 15-minute videotape describes the NewPhonics program, a developmentally appropriate program specifically for kindergarten and pre-first grade that fosters the skills necessary for early literacy learning. The video addresses the two necessary skills that children must possess to experience success in the early stages of literacy learning: specific sound-symbol knowledge; and an understanding of the relationship between oral and written language (phonemic awareness). The NewPhonics program has proven successful for students in diverse environments and who have a variety of learning styles as it explicitly, systematically, and directly teaches the skills and processes needed for successful reading. The NewPhonics program consists of 52 lessons taught at the rate of 2 per week for 15-20 minutes per lesson. The lessons consist of four components: puppet word play, face cards that provide multisensory cues and motor feedback, sound-symbol cheer, and phonemic awareness games. The video includes comments from classroom teachers on the effectiveness of the program. (RS)

ED 450 339 CS 013 958

Smith, M. Cecil; Stahl, Norman A.
Adults' Reading Practices and Activities: Age, Educational and Occupational Effects.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

Lanning, J Lois; LaMere, Rene
An Important Aspect of Guided Reading: Books Galore! Classroom Connections.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Books; *Early Intervention; Emergent Literacy; Primary Education; Program Descriptions; *Reading Instruction; *Reading Materials; Teaching Methods
IDENTIFIERS- *Guided Reading Procedure; *Reading Recovery Projects

This article contends that guided reading is one of the principal teaching techniques of primary classroom reading programs, and is an excellent way to provide classroom reading instruction to Reading Recovery children as well as children who do not need intensive intervention. The first section describes what exactly guided reading is and discusses why it is effective. Noting that for the full effect of guided reading to be realized, classroom teachers must have a generous supply and variety of books, the second section outlines how teachers can get more books. It discusses how to get books, how to level them, the importance of a variety of books, and the challenge of devising a system for organizing and storing books. In conclusion, the article discusses the importance of thorough teacher training (as well as time, money, training, dedication, and books) in implementing an effective guided reading program. (SR)

ED 450 359   CS 014 309

Clay, Marie M.
How Is Reading Recovery Able To Be Successful in a Variety of Settings Internationally?
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Early Intervention; *Educational Practices; Educational Principles; *Emergent Literacy; Foreign Countries; Models; Primary Education; Program Effectiveness; Program Implementation; *Reading Instruction; *Remedial Reading
IDENTIFIERS- *Reading Recovery Projects

This article argues that the standard tenets of the teaching of children also apply to the ways in which programs are implemented: they run on tentativeness, flexibility, and problem-solving. How these qualities reveal themselves in five important areas is discussed in the following sections: (1) standards and guidelines for delivering Reading Recovery; (2) a long period of training prepares teachers to be decision-makers; (3) the practicality of lesson components for supporting cognitive processing; (4) the utility of a complex theory of literacy learning; and (5) the theories about children's development which guide Reading Recovery. These things explain Reading Recovery's success in a wide variety of settings as follows: by the end of a series of lessons a successful Reading Recovery child (now able to independently solve many literacy learning problems for him or herself) should be able to use the activities of the classroom to push his or her own knowledge even further. The well-trained teacher will be tentative and flexible in his or her interactions with that, as a result of this class, the educator has at least one creative assignment every semester, and she builds into the paper topics an option by which students can intersect with the work. (HKA)

ED 450 379 CS 217 406

Soles, Derek
Sharing Scoring Guides.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Holistic Evaluation; Scoring; *Scoring Formulas; *Scoring Rubrics; Student Evaluation; Teacher Role; Teacher Student Relationship; Writing Assignments; *Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- Analytic Scoring; Teacher Student Conferences

Composition theory and research indicate that, whether they use a holistic or an analytic rubric, teachers should share their scoring guide with their students. Both students and teachers benefit in substantial ways when students draft and revise their written work in the context of the rubric their teachers will use to assess student writing. Shared scoring guides might reduce writing apprehension, and they establish that most crucial educational relationship between teaching and evaluating. Shared scoring guides also act as something of a substitute for the individual teacher-student conference. Another benefit to teachers is that the use of a clear, shared rubric reduces student complaints about grades. Specific evaluative criteria should accompany every writing assignment a teacher gives to his/her students. Shared rubrics empower students--they urge students to become active participants in the writing process, and they substantiate the connections among teaching, learning, and assessment. (Cites 15 works.) (HKA)

ED 450 380 CS 217 409

Cormack, Phil; Grant, Pat; Kerin, Rosie
English Curriculum and Citizenship in South Australia from the 1920s to the 1950s.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Educational History; Educational Research; Elementary Secondary Education; *English Curriculum; *English Teachers; Foreign Countries; *School Role; Tables (Data)
IDENTIFIERS- *Australia (South Australia); Curriculum History; Research in Progress

This paper reports on a work in progress, a critical-historical study which considers two issues: (1) the nature and scope of

ED 450 402   CS 217 448

Smith, Carl B.
Choosing Books for Children, Ages 3-7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 50p.; For related books in the series, see CS 217 447-450.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Early Childhood Education; *Emergent Literacy; *Family Literacy; Parent Child Relationship; *Reading Aloud to Others; Reading Interests; *Reading Material Selection; *Reading Materials
IDENTIFIERS- Reading Behavior

This book is part of a series that helps parents choose books for their children and talk with them about books in ways that actively engage children with the meaning on the printed page. The Introduction discusses children's natural development and how it affects their reading interests and behaviors. The first chapter, "Reading and Sharing with Children, Ages 3 to 5," discusses read-aloud strategies and conversation starters. The next chapter, "Choosing Books for Children, Ages 3 to 5," suggests and describes 18 books that match the developmental characteristics of beginning readers. It organizes them according to a sense of time, the child's main interest, everyday experiences, a world of make-believe, and taking the initiative. The following chapter, "Reading and Sharing with Children, Ages 6 and 7," discusses read-aloud strategies, conversation starters, and creating empathy. It is followed by "Choosing Books for Children, Ages 6 and 7," which suggests and describes 32 books that meet children's developmental needs and that might fit their new, broadening interests. The next chapter describes 19 books on sensitive issues. A Conclusion reviews the most important points. (SR)

ED 450 403   CS 217 449

Smith, Carl B.
Choosing Books for Children, Ages 8 to 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 46p.; For related books in the series, see CE 217 447-450.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Books; *Childrens Literature; Elementary Education; *Family Literacy; Parent Child Relationship; *Reading Aloud to Others; *Reading Material Selection; *Reading Materials

This book is part of a series that helps parents choose books for their children and talk with them about books in ways that actively engage children with the meaning on the printed page.

another 13-item annotated bibliography (No. 8) which recommends books which help children face uncomfortable feelings. (NKA)

ED 450 424 CS 510 494

Mangrum, Faye Gothard; Mangrum, C. W.
The Point of Engagement in Decision Making: A Communication Model of Shared Governance.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Governing Councils; *Committees; *Decision Making; Higher Education; Models; *Network Analysis; *Organizational Communication; *Staff Meetings
IDENTIFIERS- Communication Patterns; *Faculty Governance

A study revealed that many faculty and administrators believe most decisions are made in informal meetings that occur at times other than in the formally convened and formally conducted business meetings. The concept of meeting is expanded to include any gathering of members of an organization who assemble together informally and deliberately in an attempt to solve the problems of the organization. Brought together are small group communication theory and a language and social interaction perspective, in order to formulate a model of shared governance that draws attention to the reciprocal nature of networks of committees with the less defined and understood networks of individuals interacting with other individuals in focused gatherings to accomplish goals of shared governance. The communication model of shared governance offered in this study provides a starting point for examining informal meetings in the university setting. Contains 29 references and a figure representing the communication model. An appendix provides a sample diary entry for meetings. (EF)

ED 450 425 CS 510 502

Brown, Joanne
Teaching Drama: Text and Performance.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Drama; High Schools; Higher Education; Instructional Effectiveness; *Literary Genres; *Reader Text Relationship
IDENTIFIERS- Aesthetic Reading; *Death of a Salesman; Miller (Arthur); *Text Characteristics; Text Factors

Because playwrights are limited to textual elements that an audience can hear and see--dialogue and movement--much of a drama's tension and interest lie in the subtext, the characters' emotions and motives implied but not directly expressed by the text itself. The teacher must help students

Chapter 6, "The Restoration of the Academic Ideal? Upheaval and Reform, 1975-1995," explores the first significant challenge to the differentiated curriculum. Chapter 7, "Implications for Policy and Practice," summarizes the failures of the differentiated high school curriculum and advocates several reforms. (Includes appendices A-E providing summary data regarding enrollment and subject areas for the United States, Grand Rapids (MI), Detroit (MI), the state of Michigan, and selected states and cities. Contains 300 references and a 9-page index.) (TEJ)

ED 450 444 EA 030 833

Brunner, C. Cryss
Principles of Power: Women Superintendents and the Riddle of the Heart.
PUB DATE- 00
NOTE- 200p.; A volume in the SUNY series "Women in Education"; Margaret Grogan, editor. For others in the series, see ED 430 916 and ED 443 163.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrators; Collegiality; Cooperation; Decision Making; Elementary Secondary Education; Imagery; *Leadership Styles; Metaphors; *Organizational Climate; *Participative Decision Making; Political Power; *Power Structure; Professional Development; Risk; Self Evaluation (Individuals); Social Networks; *Superintendents; Theory Practice Relationship; *Women Administrators
IDENTIFIERS- New York

Though less reliant on military images, women administrators have also used, and been required to use, battle models of leadership. Those who operate under different leadership assumptions have only recently received professional acceptance. The work of Carlos Castenada reveals how the Yaqui Indians trained their spiritual leaders (their "warriors") by combining masculine and feminine forces, and he explores seven significant "Principles of Power" characteristic of both male and female warriors. Interviews with 12 female superintendents reveal the applicability of these principles to their professional lives. Principle 1, "Knowing the Battleground," focuses on the importance of expectations unique to women in a traditionally male-dominated position of authority. Principle 2, "Discarding the Unnecessary," explores sacrifices women superintendents must make. Principle 3, "Choosing Battles," explains challenges women face trying to meet students' needs. Principle 4, "Taking Risks," explores the need to take risks. Principle 5, "Seeking Retreat," examines the use of mental and emotional retreats. Principle 6, "Compressing Time," explains that female superintendents must be "time leaders" with a broad appreciation of multiple, intersecting realities. Principle 7, "Exercising Power," reviews the nature of exercising power under the collaborative models that power research reveals are characteristic of women leaders. Success in practicing the seven principles is revealed in the ability of these women to laugh at themselves, remain patient, and improvise in ways appropriate to the situations they confront as superintendents and as women. (TEJ)

ED 450 445 EA 030 834

McClellan, B. Edward

school documents, and knowledge of the law. When a crisis occurs, attorneys must help control the premises, gather facts, implement crisis-management plans, and establish media policies. Chapter 4, "Preparing to Handle the News Media During a Crisis," investigates the importance of forming a crisis communications team and plan, with one member handling all media relations. (Contains 15 appendices, including common characteristics of recent school shooters, myths about violence, statistics, early intervention strategies, model interagency agreements, and conflict-resolution strategies. Includes a list of 22 germane publications.)(TEJ)

ED 450 460   EA 030 878

Buckman, Dana T.; Coleman, Arthur L.; Farmelo, David A.; Gittins, Naomi E.; Mehfoud, Kathleen S.; Thomas, Lori S.; Wood, R. Craig
Student Testing and Assessment: Answering the Legal Questions.
PUB DATE- 00
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Compliance (Legal); Court Litigation; Disability Discrimination; *Educational Assessment; *Educational Discrimination; Elementary Secondary Education; High Stakes Tests; *Institutional Evaluation; Laws; *Legal Responsibility; *Student Evaluation; Test Interpretation; Test Validity; Testing; *Testing Problems; Testing Programs
IDENTIFIERS- Department of Education; Improving Americas Schools Act 1994; National School Boards Association

This guide examines the legal issues to consider in setting policy on the appropriate uses, and consequences, of student testing, and explores the controversies that have arisen in places where new polices were implemented. Chapter 1, "An Overview of Student Testing and Assessment," provides a brief overview of some of the state and federal legal implications of high-stakes testing. Several state programs are examined in greater detail, including Virginia's Standards of Learning program, the Massachusetts Comprehensive Assessment System initiative, and California's Standardized Testing and Reporting program. Chapter 2, "A Framework for Addressing Student Test Use Issues," explores lessons attorneys should draw from federal jurisprudence, research, practice, and psychometric principles, including the need to understand testing objectives, the need to align curriculum, instruction, and testing content, and limits in use of testing. Chapter 3, "Due Process and Discrimination Issues in High-Stakes Testing," reveals several important legal issues that must be considered during the controversial process of designing and using high-stakes testing. Chapter 4, "Special Considerations in High-Stakes Testing," investigates the testing of students with disabilities under the Individuals with Disabilities Education Act, the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Chapter 5, "Using Student Test Results to Evaluate Educational Professionals and Institutions," evaluates case law germane to high-stakes testing. (TEJ)

ED 450 461   EA 030 879

Clement, Mary C.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Standards; *Educational Change; *Educational Finance; *Educational Innovation; Elementary Secondary Education; *Financial Support; *Program Budgeting; Public Schools; *Resource Allocation; Staff Development
IDENTIFIERS- *New American Schools

Teaching all students to high standards may not be achievable with the way the vast bulk of schools in the United States are organized and managed. Under current school structures and management practices, marginal improvements are possible; significantly raising student achievement is not. Accomplishing this requires dramatic improvements that involve adopting powerful, high-performance school designs, for example, those offered by New American Schools. This paper focuses specifically on one aspect of this challenge: determining the cost of each New American Schools design and how to pay for it. It covers rethinking funding for reform, and demonstrates why the New American Schools designs are affordable for most schools. (Contains 21 references.) (DFR)

ED 450 479 EA 030 913

Haslam, M. Bruce
How To Rebuild a Local Professional Development Infrastructure. Getting Better by Design, Volume 4.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.; Education Commission of the States, Denver, CO.
PUB DATE- 98
NOTE- 29p.; Volume 4 in a series of 7. For others in the series, see EA 030 910 to 030 912, and 030 914 to 030 916.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Learning Experience; *Learning Strategies; *Policy Formation; *Professional Development; Public Schools; *School Administration; *School Effectiveness; Teacher Improvement
IDENTIFIERS- *New American Schools

Professional development is the cornerstone of school transformation. The first part of this two-part paper describes the professional development experiences of several hundred teachers and administrators in schools implementing New American Schools (NAS) designs and discusses the links between these professional development experiences and key elements of district policy. The second part of the paper draws on the lessons from these experiences to provide a step-by-step guide for districts' use in creating a professional development infrastructure to support whole-school transformation. Early findings from the evaluation of implementation of the NAS designs indicate that the designs pose seven challenges to teachers. To be successful in implementing the designs teachers need to learn how to become facilitators; to develop student potential; to allocate resources to support instruction; to straddle the boundaries between school, home, and community; to develop curriculum; to work in teams; and to participate actively in school governance. (Contains 2 references.) (DFR)

ED 450 480 EA 030 914

ED 450 500 EC 308 256

Stough, Laura M.
Skilled Performance in Individuals with Developmental Disabilities.
PUB DATE- 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Oklahoma City, OK, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Bands (Music); *Developmental Disabilities; *Mental Retardation; *Music Activities; *Place of Residence; Placement; Qualitative Research; Recall (Psychology); Severity (of Disability); Skill Development
IDENTIFIERS- *Expertise

This qualitative study examined constructs of "expertise" in the domain of music with five groups of handbell choirs, four of which were comprised of individuals with mental retardation or developmental disability. Subjects with mental retardation also differed in their residential placements (home, community, institutions) and level of developmental disability. Information was obtained from direct observation, videotapes, interviews with choir directors, and a stimulated recall procedure. Results are analyzed in terms of the "central phenomenon" (the bell ringing event) and a model of "socially shared expertise" comprised of causal conditions, intervening variables, strategies, and consequences. Discussion centers on definitions of expertise, expertise as socially shared cognition, distributing the cognitive load through the group, situated practice, and scaffolding. The paper concludes that the groups with mental retardation differed from the control group in the amount of cognitive load assumed by the director, in the amount of self-monitoring versus other-directed monitoring, in the amount of attention given to the director's cues, and in planning by directors. (Contains 95 references.) (DB)

ED 450 501 EC 308 257

Gesek, Glenn J.; Green, Sara; Stough, Laura M.; Palmer, Doug
Special Thinking in Special Educators.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Texas Council for Exceptional Children (San Antonio, TX, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Method (Teaching Technique); Competency Based Teacher Education; Cultural Differences; *Disabilities; Educational Trends; Elementary Secondary Education; Limited English Speaking; *Master Teachers; *Reflective Teaching; *Special Education Teachers; Teacher Characteristics; *Teacher Education; *Teaching Skills; Trend Analysis
IDENTIFIERS- *Expertise

This paper describes the first year of a 3-year project to identify the specific skills of expert special education teachers. The project has three objectives: (1) to develop a knowledge base of identified expert special educators who work with culturally and linguistically diverse students with

Effectiveness; Secondary Education; Special Education; *Transitional Programs
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; Ticket to Work and Work Incentives Improvement Act; Workforce Investment Act 1998

This report presents an analysis of research on the state of transition, post-secondary education, and employment outcomes for youth and young adults with disabilities over the past 25 years. It identifies what has worked in the areas of transition planning, services, and supports. It also considers what should work in light of unmet needs and unserved populations, focusing on the Individuals with Disabilities Education Act, the Youth Opportunity Movement, Youth Councils and One-Stop Centers under the Workforce Investment Act. Also discussed are the Presidential Task Force on Employment of Adults with Disabilities, the Ticket to Work and Work Incentives Improvement Act, and demonstration projects in special education. Recommendations are offered for the nation (eight recommendations), state and local communities (nine recommendations), and the disability community (three recommendations). Major recommendations to the President and U.S. Congress address the following areas: (1) timely reports by agencies on compliance; (2) redesign of programs that are not producing results; (3) cooperation of the Department of Education and Social Security Administration on eligibility and incentives for greater self-sufficiency; (4) development of data and information-sharing across agencies regarding program implementation; (5) diffusion of knowledge about what works; and (6) specific inclusion of individuals with disabilities in federal programs. (DB)

ED 450 520   EC 308 277

Robson, Colin; Evans, Peter; Deluca, Marcella
Special Needs Education: Statistics and Indicators. Education and Skills.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; European Union, Brussels (Belgium).
PUB DATE- 00
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Comparative Education; Data Analysis; Data Collection; Definitions; Disabilities; Disadvantaged Youth; Elementary Secondary Education; Foreign Countries; Learning Problems; Needs Assessment; Questionnaires; Sex Differences; *Special Education; *Statistical Analysis
IDENTIFIERS- *Organisation for Economic Cooperation Development

This report presents an analysis of the statistics concerning the status of education for students with special needs in member nations of the Organization for Economic Cooperation and Development. Special needs students are defined as those who have disabilities with clear biological causes, or who are experiencing learning difficulties, or who have difficulties arising from disadvantages. Following an introductory chapter, Chapter 2 reports on the development of the data collection instrument, a questionnaire. Chapter 3 discusses the qualitative data analysis conducted, including data on the use of categories of students and national educational legislation. Chapter 4 presents a comparative analysis of quantitative data

School Students; High Schools; *Incidence; Middle School Students; Middle Schools; *Principals; School Administration; School Safety
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This report discusses the outcomes of a study that investigated the incidence and impact of serious student misconduct on schools, whether students with disabilities are being disciplined differently from those without disabilities, and the role that the Individuals with Disabilities Education Act 1997 (IDEA) plays in schools' ability to properly discipline students with disabilities. The study conducted a survey of 272 public middle and high schools and visited schools in Louisiana, New York, and Wisconsin. Results of the study indicate about 81 percent of the schools reported one or more incidents of serious misconduct in school year 1999- 2000. About 7 of every 10 incidents were acts of violent behaviors, generally student fistfights. Principals reported an average of 10 incidents among regular education students and 4 incidents among students in special education in the school year. The study found that students in special education who are involved in serious misconduct are being disciplined in generally a similar manner to regular education students. Finally, IDEA plays a limited role in affecting schools' ability to properly discipline students, according to school principals. Principals generally rated their schools' special education discipline policies as having a positive or neutral effect on school safety. (CR)

ED 450 539 EC 308 297

Cohen, Michael; Heumann, Judith E.
Clarification of the Role of the IEP Team in Selecting Individual Accommodations, Modifications in Administration, and Alternate Assessments for State and District-Wide Assessments of Student Achievement. Memorandum.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Academic Achievement; Agency Role; *Disabilities; *Educational Assessment; Elementary Secondary Education; Federal Regulation; *Individualized Education Programs; Outcomes of Education; State Departments of Education; State Programs; State Standards; Teamwork; *Testing; Testing Problems
IDENTIFIERS- Alternative Assessment; *Testing Accommodations (Disabilities)

This policy statement clarifies the role of the Individualized Education Program (IEP) team in selecting individual accommodations, modifications in administration, and alternate assessments for state and district-wide assessments. It states that neither the state education agency (SEA) nor the local education agency (LEA) can limit the authority of the IEP team to select individual accommodations and modifications in administration needed for participation in state and district-wide assessments. However, the SEA or LEA must ensure that their assessments are valid, reliable, and consistent with professional and technical standards. Thus, it is possible for an IEP team to select accommodations or modifications that produce scores that are deemed invalid under state or local

Education; Instructional Materials; Internet; Language Fluency; Language Proficiency; Listening Skills; Multimedia Materials; Native Speakers; Second Language Instruction; Second Language Learning; Special Education; World Wide Web
IDENTIFIERS- Boll (Heinrich); Brecht (Bertolt); Germany; Mann (Thomas); United Kingdom

This journal focuses on teaching and learning German as a foreign language. Selected articles include the following: "Give Students Autonomy!" German in Great Britain"; "Open Access and Listening Skills"; "Communication with Computers"; "The Quest for Fluency and Accuracy"; "Binational Problem Solving"; "Foreign Language Instruction in England from the Point of View of a Female German Teacher"; "Technology, Work, and Culture in Karlsruhe"; "CALL in Germany: A Case Study"; "The Value of A Level Textbooks for Teaching German";"; "The Infobahn as a Teaching Resource"; "Poetry and Truth: Writing Poetry in Germany"; "Teaching Boll's Katarina Blum"; "German Instruction for Younger Elementary and Secondary School Students"; "Deutsch Plus: The BBC'S New Multimedia Course for Adult Beginners"; "Regular features include: News and Notes; Publications Received; Reviews; Notes for Contributors; and Classroom Resource Material. All articles are extensively referenced. (KFT)

ED 450 562 FL 026 187

Bartrum, Anna, Ed.; Wilkin, Andrew, Ed.
Tuttitalia: The Italian Journal of the Association for Language Learning, 1994-1997.
PUB DATE- 97
NOTE- 428p.; Published twice a year.
LANGUAGE- English; Italian
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Classroom Techniques; College Students; Communicative Competence (Languages); Cultural Education; Deafness; Distance Education; Elementary Secondary Education; English (Second Language); Evaluation Methods; Females; Grammar; High School Students; Higher Education; Immigrants; Instructional Materials; Interlanguage; Internet; *Italian; *Italian Literature; Language Proficiency; Language Usage; Multimedia Materials; Native Speakers; Oral Language; Pronunciation; Reading Skills; Second Language Instruction; Second Language Learning; Special Education; World Wide Web
IDENTIFIERS- Brazil; Dante (Alighieri); Garibaldi (Giuseppe); Italy; Montale (Eugenio); Scotland

This journal focuses on the learning and teaching of Italian as a foreign language. Selected articles include the following: "Immigrant Women in Bologna: Themes and Problems"; "But These Cursed Accents: Where Did They Go?"; "Modern Languages in the Primary School: The Scottish Experience"; "Suggested Strategies for the Use of Authentic Video Materials"; From Teaching to Research: Role-Play and Communicative Competence"; "Women. Literature, and Society"; "Space Relations in Contemporary Italian"; "How to Test and Evaluate Oral Proficiency in Italian"; "Interactive Italian"; "Travels with a Mouse--Italy on the Internet." Regular features include the following: News and Views; Reviews; Notes for Contributors; and Homework Pack Sample. All articles are extensively referenced. (KFT)

ED 450 563 FL 026 188

Hollyman, John, Ed.; Turk, Phil, Ed.
Vida Hispanica: The Spanish and Portuguese Journal of the

NOTE- 170p.; Papers presented at the meeting of the American Association of Teachers of Slavic and East European Languages (San Francisco, CA, December 27-30, 1998). Associate editor is Margo Ballou.
LANGUAGE- English; Czech
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Charts; *Czech; *Czech Literature; Foreign Countries; Illustrations; Linguistics; *Literary Criticism; Tables (Data); Uncommonly Taught Languages
IDENTIFIERS- Czech Republic; Dostoevsky (Fyodor); Gogol (Mikolai Vasilievich); Kafka (Franz); Kundera (Milan); Neruda (Pablo)

This volume contains the following papers: "Texas Czech of Texas Czechs: An Ethnolinguistic Perspective on Language Use in a Dying Language Community" (Lida Dutkova); "Language Variation in an Immigrant Community: Language and Community Maintenance" (Eva Eckert); "Some Special Problems of Imperfective Derivation in Czech" (Charles Townsend); "Responses to the Linguistics Papers" (Mirjam Fried); "Betraying K: Milan Kundera Exile and the Translator's Art" (Deborah Garfinkle); "Kundera's Kafka, Kafka's Kundera" (Hana Pichova, Marjorie E. Rhine); "From Prague to New York City: Feminist Poetics of Iva Pekarkova" (Elena Sokol); "Responses to the Literature Papers" (Karer von Kunes); "Referentiality vs. Intertextuality: Transformations of Meanings and Ambiguity of Reference in Contemporary Czech Prose-Fiction" (Petr Bilek); "The Baroque Spirit of Czech Literature and the Legacy of Russian Arabesques: Neruda, Capek, Gogol, and Dostoevsky" (Alexander Levitsky); "West Slavic Influence on East Slavic Cyrillic Orthography Before the 12th Century: Novgorodan and Galician" (Robert Mathiesen); "A Conversational Analysis of Debate" (Masako Ueda); "Appendix: The Czech Teaching Resources and Materials Project" (Jeff Holdeman). References appear at the end of each chapter. (KFT)

ED 450 584   FL 026 606

Levitsky, Alexander, Ed.; Fidler, Masako U., Ed.
Modern Czech Studies. Brown Slavic Contributions, Volume XIII.
PUB DATE- 00
NOTE- 156p.; Papers presented at the conference of the American Association of Teachers of Slavic and East European Languages (Chicago, December 27-30, 1999). Associate editor is Margo Ballou.
LANGUAGE- English; Czech
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Charts; *Czech; *Czech Literature; Foreign Countries; Illustrations; Linguistics; Literary Criticism; Tables (Data); Uncommonly Taught Languages
IDENTIFIERS- Czech Republic; Dostoevsky (Fyodor); Gogol (Mikolai Vasilievich); Kafka (Franz); Kundera (Milan)

The following papers are included: "Responses to the Literature Papers" (Malynne M. Sternstein); "Kitsch and Irony in Kundera: 'The Joke' and 'The Unbearable Lightness of Being'" (Aaron Beaver); "Daniela Fischerova's 'The Message Table': (Lauren McConnell); "Rethinking the Grotesque in Hrabal's Fiction" Carnival as a Model for Closely Watching Trains" (Laura Shear Urbaszewski); "Responses to the Linguistics Papers" (Masako U. Fidler); "Czech Preposition Vocalization: Towards an Articulatory Approach" (Jefrey D. Holdeman); Czech Quantity: the Proto-Slavic Accentology" (Mark Pisaro); "The East, West, and the Center of Europe as Cultural Concepts, Emblems, and northwestern Luzon, Mindoro, Mindanao, Philippines--is on the other. (Author/KFT)

ED 450 607 FL 026 627

Breathnach, Diarmaid, Ed.
Contact Bulletin, 1999-2000.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 00
NOTE- 74p.; Published triannually. For the 1998-1999 issues, see ED 447 692.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Basque; *Cultural Maintenance; Foreign Countries; *Language Minorities; Second Language Instruction; Second Language Learning; *Uncommonly Taught Languages; Yiddish
IDENTIFIERS- European Union; France; Italy; Language Policy; Sweden

The European Bureau for Lesser Used Languages (EBLUL) seeks to conserve and promote the lesser used autochthonous languages of the European Union, together with their associated cultures. Articles in this volume include the following: "Iuresgoil 99 A Wonderful Experience"; "Law Proposals in Sweden"; "New EBLUL Secretary-General Interview"; "Breton Language Bureau"; "Contact Bulletin Sixteen Years On"; "Italian Law"; "Interview with Director General Lenarduzzi"; "European Year of Languages"' "Eurolang on Air"; "Browser in Minority languages"; "New Yiddish Center in Strasbourg"; "TV Breizh: September Launch"; "General Plan for the Basque Language"; "New European Bureau Documentation Center"; "France Under Pressure"; and "Delay in EU Program for Minorities." (KFT)

ED 450 608 FL 801 422

Magalhaes, Rebecca; Stone-Jimerez, Maryanne; Allen de Smith, Paulina; Smith, Natalia
During Her Pregnancy, Kathy Prepares for Breastfeeding. Mother-to-Mother Support = Durante Su Embarazo, Josefa Se Prepara para la Lactancia. Apoyo Madre a Madre.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, DC.
PUB DATE- 00
NOTE- 58p.; For related documents, see FL 801 423-427. Illustrations by Kathy Grossman. Spanish translation by Paulina Allen de Smith and Natalia Smith.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Breastfeeding; Immigrants; *Mothers; *Spanish Speaking

These magazine-sized booklets, one in English, one in Spanish, are in a cartoon format and designed to be used by people with limited literacy in English or Spanish. They explain the importance of both prenatal care and breastfeeding. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT) development programs that may help faculty deal with today's fast paced changes in academia. Autonomy was traditionally seen as an inherent benefit or privilege extended to worthy faculty members, so administrative innovations that modify or jeopardize the faculty member's perceived autonomy on the job have resulted in reduced morale and overall job dissatisfaction. Constrained budgets and fast paced technological change mean that the faculty member of the future will find a very different field. Recommendations are given for educational policy affecting: (1) autonomy and belonging; (2) hiring and tenure; and (3) technological training needs. (Contains 49 references.) (SLD)

ED 450 630 HE 033 805

Bacig, Karen Zentner
Communication and Participation: Initial Findings Regarding Their Roles in the Strategic Planning Process in Higher Education. ASHE Annual Meeting Paper.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (ASHE) (25th, Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Communication (Thought Transfer); *Educational Planning; Higher Education; Interviews; *Participation; *Strategic Planning

This paper reports on the first phase of an ongoing study of strategic planning in U.S. higher education. In this phase, the chief planner at each of four private higher education institutions was interviewed, focusing on participation in planning, communication, and success. Themes related to these three topics were identified. The preliminary findings suggest that further inquiry into the roles of technology, control, champions of planning, and the reciprocal nature of communication and participation will shed light on the roles of communication and participation and their relative importance in the strategic planning process. Phase 2 will be a comparative case study with 10 60-minute interviews (5 faculty and 5 staff) at each of the institutions. This phase will also include a structural analysis comparing the roles of communication and participation by organizational and governance structures and a deeper examination of the nature of communication, participation, and success. (SLD)

ED 450 631 HE 033 806

Maurana, Cheryl; Wolff, Marie; Beck, Barbra J.; Simpson, Deborah E.
Working with Our Communities: Moving from Service to Scholarship in the Health Professions. Track 2.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Corporation for National Service.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Conference of Community-Campus Partnerships for Health (4th, Washington, DC, April 29-May 2, 2000). This paper is one of nine commissioned for discussion at the conference.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Disadvantaged Youth; Foreign Countries; *High School Students; High Schools; *Higher Education; Program Evaluation; Student Attitudes; *Summer Schools; Teacher Attitudes
IDENTIFIERS- *England

This report presents the findings of an evaluation of the operation of the Higher Education Summer Schools scheme in England, part of the Excellence in Cities initiative focusing on year 11 and 12 students. Data come from a study of the operation of the scheme in a selected sample of 16 higher education institutions through interviews of personnel and students and questionnaires completed by 779 students from a further 19 higher education institutions. The specific objective of the summer schools program is to encourage the participation of students with high ability and good achievement, who might not otherwise consider higher education, to apply to colleges or to consider a wider range of institutions and subjects. Most of the summer schools were held in July to avoid conflict with the national examinations schedule. Courses included a combination of components, including degree-type teaching approaches and career awareness sessions. Summer schools provided a wide range of subjects. Staff perceived students to be of high ability, although there were some concerns that the students participating were not all from the targeted group. Students responded favorably to the program, although some thought that the days were too long or the programs too intensive. Student questionnaire responses showed that students increased their appreciation of the benefits of higher education, and that the program has a greater impact on year 11 than on year 12 students. Recommendations are made for the improvement of the program. Appendixes list the institutions studied in both "strands" of the evaluation. (SLD)

ED 458 854   HE 033 838

Rewarding and Developing Staff in Higher Education: Invitation To Apply for Funds.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colleges; Educational Finance; *Financial Support; Foreign Countries; Higher Education; Human Resources; *Incentives; *Professional Development; Program Development; Program Implementation; *Resource Allocation
IDENTIFIERS- *England

This document provides feedback on the Higher Education Funding Council for England (HEFCE) consultation (questionnaire responses about professional development in higher education) and invites higher education institutions to apply for special funding to support the development and implementation of human resource strategies. Responses to the consultation from 67 universities, 14 general colleges, 25 specialist institutions, 5 trade unions, 12 representative bodies, and 3 consultants and consulting organizations show that respondents overwhelmingly approved the government's initiative to provide 330 million pounds to invest in human resources development, but respondents from higher education institutions and trade unions noted that these resources would not be sufficient to cover all of the priority areas identified in the consultation. Respondents thought that the funding should be offered for longer than the 3 years specified in the initiative and

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Persistence; Career Education; College Faculty; *College Students; Community Colleges; Full Time Faculty; Graduate Study; Graduation; *Higher Education; Income; Part Time Faculty; Private Colleges; *Public Colleges; Racial Factors; Sex Differences; State Universities; Statistical Data; Tables (Data); Tuition

IDENTIFIERS- *Maryland

This document provides statistics in summary form about higher education in Maryland. The first table compares Maryland data to national averages for educational achievement, enrollment, campus mix in enrollments, degrees conferred, average resident undergraduate tuition and fees, state funding, and average faculty salaries. Other tables, grouped by category, are: (1) "Students," including data on students in need of remediation, student performance for core and noncore curriculum students, average Scholastic Assessment Test scores, undergraduate enrollment in fall 1999, graduate and professional enrollment, total enrollment, enrollment at state-aided independent institutions, enrollment by race and gender; (2) "Retention and Graduation," including information on students by race and gender and community college and four-year college status; (3) "Degrees," by institution, by major, and by ethnicity and gender; (4) "Faculty," including information on full- and part-time faculty, by race and gender and for salaries; (5) "Revenues and Expenditures," with information for community colleges, public four-year colleges and universities, and independent institutions; (6) "Tuition and Fees," including information on community college fees and tuition, costs at public four-year institutions, graduate and undergraduate tuitions; (7) student financial aid awards; and (8) "Private Career Schools," with information on enrollments and completions. (Contains 31 tables.) (SLD)

ED 450 676 HE 033 852

Institutional Profiles: University of North Carolina. 2000-2001 Edition.

PUB DATE- 00

NOTE- 99p.; Produced annually in the fall. Prepared by University of North Carolina, General Administration, Program Assessment and Public Service Division.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Faculty; *Curriculum; Guidance Personnel; Higher Education; *Institutional Characteristics; *Public Colleges; *Student Costs; Tables (Data)

IDENTIFIERS- North Carolina; *University of North Carolina

The profiles, tables, and narrative materials in this report were prepared to consolidate essential information about the constituent institutions of the University of North Carolina into one publication for use by school counselors, students, and their parents. This report contains information previously provided in "Institutional Profiles" and "Educational Opportunities" by the University of North Carolina. The University is a multicampus university composed of 16 public senior institutions of higher education. These profiles present general institutional information and a comprehensive inventory of educational opportunities at each of the 16 campuses. Each profile contains: (1) a brief description; (2) the academic calendar; (3) a student services description; (4) estimated

"Who Needs Computers in Schools, and Why?" (David Hawkridge); "Displays and Communication" (Malcolm L. Fleming); "Development and Use of the ARCS Model of Motivational Design" (John M. Keller); "Distance Teaching and Industrial Production: A Comparative Interpretation in Outline" (Otto Peters). Part 4, "The Profession," includes: "Educational Technology--Adolescence to Adulthood" (Robert M. Morgan). New to this volume, bibliographic essays introduce each section of classic works with a brief explanation about their contributions to particular conceptual developments and an explanation of the significance of some omitted articles that are also important to the field. Bibliographic lists of numerous relevant works conclude each article. This book can be used by educators and students as a source of often difficult-to-find articles needed for educational technology courses, by information professionals as a reference, by scholars as a history of the field, and by practitioners as a support for descriptions of domains that make up the discipline. It can also serve as a source of documents that introduce ideas that have become the conceptual roots of educational technology. Includes the contents for volume 1 and an index. (AEF)

ED 450 695   IR 020 555

MacDonald, Randall M.; MacDonald, Susan Priest
Successful Keyword Searching: Initiating Research on Popular
  Topics Using Electronic Databases.
PUB DATE- 01
NOTE- 443p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials -
  Vocabularies/Classifications (134)
DESCRIPTORS- *Databases; Elementary Secondary Education; Higher
  Education; Information Seeking; Information Sources; Internet;
  *Keywords; *Online Searching; *Student Research; World Wide Web
IDENTIFIERS- Boolean Search Strategy; Web Sites

Students are using electronic resources more than ever before to locate information for assignments. Without the proper search terms, results are incomplete, and students are frustrated. Using the keywords, key people, organizations, and Web sites provided in this book and compiled from the most commonly used databases, students will be able to perform successful searches for 144 of the most popular research topics, on their own or in the classroom. The topics are divided into nine broad subject areas: Arts and Literature; Business, Communication, and Economics; Culture and Cultural Diversity; Health and Wellness; History, Political Science, and Law; Philosophy and Religion; Science and Technology; Social Issues and Sociology; and Sports and Recreational Interests. Each topic section provides an extended list of keywords to be used alone or in the combination with other words in the section to perform Boolean searches. The selected lists of key people include activists, artists, entertainers, politicians, scientists, and other well-known personalities in each field. Organizations and Web sites lead the student to even more resources, providing a solid overview of each topic for the beginning researcher, as well as improving the student's general online searching skills. (Author)

ED 450 696   IR 020 576

Mergendoller, John R.; Moriarty, Kevin
An Analysis of the Progress of the Idaho Educational Technology

synchronous and asynchronous components of an 80/20 course, and an overview of implementation issues. Contains 14 references. (Author/AEF)

ED 450 715   IR 020 596

Duin, Ann Hill; Baer, Linda L.
Transforming Higher Education: Building a Statewide Partnership.
PUB DATE- 99
NOTE- 13p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Computer Managed Instruction; Curriculum Development; *Distance Education; Educational Development; *Higher Education; *Online Systems; *State Action; *State Programs
IDENTIFIERS- Minnesota State Colleges and Universities; University of Minnesota

Over the past two years, a statewide initiative has been led to create a virtual university in Minnesota. With one million dollars in state funding, the two public higher education systems--the Minnesota State Colleges and Universities and the University of Minnesota--have collaborated with private colleges, state departments, industry representatives, and community organizations to develop two online resources: an advising and career planning tool and a common course catalog. Minnesota Virtual University (MnVU) does not represent a "real" virtual university. Instead, what began as a legislative mandate to create a virtual university has become a framework for the Minnesota public higher education systems to address joint development of online student systems, curriculum development, faculty and staff development, K-12 connections, transfer issues, industry partnerships, and rapid development of learning resources to meet learner needs. The online advising system and comparative course catalog put the resources of 200 plus institutions at the fingertips of lifelong learners; however, they do not deliver the courses, certificates, modules, or programs. MnVU is not a new degree-granting institution. The primary purpose of this paper is to begin a discussion on identifying criteria for determining if a state (or region) is ready for a virtual university initiative. This paper: shares two taxonomies for classifying virtual universities that now dot the higher education landscape; presents an initial list of inter-institutional readiness criteria--or those criteria that preferably need to be in place, and definitely should be addressed before beginning a statewide virtual university effort; and describes key partners and how they have built a statewide partnership. (Contains 15 references.) (AEF)

ED 450 716   IR 020 597

Truman-Davis, Barbara; Futch, Linda; Thompson, Kelvin; Yonekura, Francisca
UCF's Support for Teaching and Learning Online: CD-ROM Development, Faculty Development, and Statewide Training.
PUB DATE- 99
NOTE- 12p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020

stamps, Medicaid, expanded unemployment insurance, and the Earned Income Tax Credit. (Contains 10 references.) (KC)

ED 450 226 CE 081 342

Making the Connections: Employer Associations' Actions for School-to-Career.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 00
NOTE- 49p.; Publication of the Manufacturing Industry Careers Alliance (MICA).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Cooperative Programs; *Education Work Relationship; Educational Needs; Employer Attitudes; Employer Employee Relationship; Employers; Employment Opportunities; High Schools; Labor Needs; *Organizations (Groups); *Program Development; *School Business Relationship; Two Year Colleges; Work Experience Programs
IDENTIFIERS- *Association Role

This guide offers a framework for action for employer associations to help their members develop school-to-career programs that reflect the needs of today's workplace. The framework for action covers three areas: (1) identifying the major constituents; (2) understanding the constituents' needs; and (3) helping employers effect change. The framework recognizes the different roles an association might play at the local, state, and national levels and acknowledges the interdependence among the three levels. Throughout the guide, examples of programs and activities conducted by various associations are provided. An appendix contains a classification framework for employer associations to use in creating school-to-career programs. (KC)

ED 450 227 CE 081 345

Bidwell, Sheri, Ed.
Integrated Lesson/Project Plans by and for Columbus Public School Teachers.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 00
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Awareness; Career Education; *Education Work Relationship; Elementary Secondary Education; Inservice Teacher Education; *Integrated Curriculum; *Job Skills; *Learning Activities; Lesson Plans; Occupational Information; Professional Development; Public Schools; *Skill Development; Student Projects; Teaching Methods
IDENTIFIERS- Columbus Public Schools OH; Secretarys Comm on Achieving Necessary Skills

This document contains 34 lesson or project plans written at inservice workshops focusing on integrating workplace skills (i.e. SCANS Secretary's Commission on Achieving Necessary volunteers; (3) individuals who are satisfied with their personal life are the most satisfied volunteers; (4) volunteers' satisfaction lies in a sense of self-knowledge and finding a good fit between personal values, motives, and skills for the volunteer position; (5) minority communities are an untapped population to be recruited for volunteer service; (6) Black American and Hispanic American men have been the most difficult groups to recruit; (6) interviews are an important factor in recruiting, and they prove beneficial to individuals seeking to volunteer and organizations; (7) recruiting through the use of advertising requires additional resources and time and is not as effective as personal invitations are; (8) volunteers continue to serve when they have interaction with others in the organizations and when they believe that they and their work are recognized; and (9) organizations utilizing volunteers must be equipped to recruit and retain volunteers that will benefit the organization's mission, objectives, and population served. (Contains 22 references.) (MN)

ED 450 244 CE 081 391

A Guide for Explosion and Bombing Scene Investigation. Research Report.
PUB DATE- 00
NOTE- 66p.; Written and approved by the Technical Working Group for Bombing Scene Investigation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Data Collection; Documentation; Equipment Utilization; Evaluation Methods; *Evidence (Legal); Guidelines; Information Dissemination; Information Sources; Internet; *Investigations; *Law Enforcement; National Organizations; Postsecondary Education; *Professional Continuing Education; Public Agencies; Recordkeeping; Records (Forms); Resource Materials; Safety; *Technical Education; World Wide Web
IDENTIFIERS- Bombs; Evidence; Explosives

This document presents an investigative outline of the tasks that law enforcement personnel should consider at every bombing and explosion scene. The following are among the topics discussed in the guide's seven sections: (1) procuring equipment and tools (safety, general crime scene tools/equipment, scene documentation, evidence collection, specialized equipment); (2) prioritizing initial response efforts (conducting a preliminary scene evaluation, exercising scene safety, administering lifesaving efforts, establishing security and control); (3) evaluating the scene (defining the investigator's role, ensuring scene integrity, conducting a scene walk-through, securing required resources); (4) documenting the scene (developing written documentation, photographing/videotaping the scene, locating and interviewing victims and witnesses); (5) processing evidence at the scene (assembling the evidence-processing team; organizing evidence processing; controlling contamination; and identifying, collecting, preserving, inventorying, packaging, and transporting evidence); and (6) completing and recording the scene investigation (ensuring that all investigative steps are documented, ensuring that scene processing is complete, releasing the scene, and submitting reports to the appropriate national databases). Appendixes include 7 sample forms and lists of 15 references, 120 assignment for a subsample of 4,709 program group members. Approximately 80% of the NEWWS sample members worked at some point during the 4-year follow-up period. On average, those individuals who found jobs were employed for just over half the follow-up period. A majority experienced one or two spells of unemployment. Those individuals who worked relatively continuously throughout the follow-up period started working relatively early in the follow-up period and experienced nearly 50% earnings growth over the 4-year period. The following characteristics were associated with success in sustaining employment: higher education and basic skill levels, more recent work history, and fewer personal barriers. Age, ethnicity, marital status and children, depression levels, and prior welfare receipt had small or negligible effects on ability to find and sustain employment. (Eight substantial tables/figures are included. Five additional tables/figures are appended. The bibliography lists 12 references.) (MN)

ED 450 262   CE 081 416

Freedman, Stephen
Four-Year Impacts of Ten Programs on Employment Stability and Earnings Growth. The National Evaluation of Welfare-to-Work Strategies.
PUB DATE- 00
NOTE- 63p.; For related studies on the National Evaluation of Welfare-to-Work Strategies, see CE 081 415, CE 081 435, and CE 081 437. Child Trends, a subcontractor, is conducting the Child Outcomes Study, which is funded by the Foundation for Child Development and the William T. Grant Foundation. The Riverside County, California, evaluation is funded by the California Department of Social Services, California State Job Training Coordinating Council, the California Department of Education, and the Ford Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Control Groups; Education Work Relationship; Employment Level; *Employment Patterns; Employment Problems; *Employment Programs; Experimental Groups; Income; Job Placement; Job Skills; Job Training; *Labor Turnover; Longitudinal Studies; Matched Groups; National Surveys; Outcomes of Education; *Program Effectiveness; Public Policy; Quasiexperimental Design; *Salary Wage Differentials; Skill Development; Unemployment; Vocational Education; *Welfare Recipients
IDENTIFIERS- California (Riverside); Georgia (Atlanta); Impact Studies; Michigan (Detroit); Michigan (Grand Rapids); National Evaluation of Welfare to Work Strategies; Ohio (Columbus); Oregon (Portland); *Welfare to Work Programs

The National Evaluation of Welfare-to-Work Strategies was conducted to explore whether programs examined in the evaluation have helped welfare recipients move into the labor force and remain employed over the long term. As part of the evaluation, a study was conducted to identify the 4-year impacts that 10 programs in 6 sites have had on former welfare recipients' employment stability and earnings growth. Four programs were employment focused, encouraging rapid entry into the labor market in the hope that enrollees would advance to better jobs. The other six programs were education focused. Across all sites, a large majority of control group members worked for pay during the follow-up, but only about 20%-40% experienced stable employment or increased earnings over time. Over 4 years, all four employment-focused programs and four of basic learning principles, lesson plan components); (3) techniques for teaching lessons (initiating and maintaining interest, stimulating student thinking, using instructional materials, communicating effectively, practicing effective classroom management, providing application and practice, testing); (4) guidelines for assessing student learning; (5) strategies for managing teacher-student relationships; (6) ways of preventing misbehavior; (7) guidelines for functioning as a faculty member in the school and community; and (8) the elements that go into being a teacher. Ten figures are included. The bibliography lists nine references. The following items are appended: additional summaries of pedagogical skills and concepts; guidelines for selecting and using audiovisuals and other instructional materials; and guidelines for linking the planning, teaching, learning, and assessing processes. (MN)

ED 450 278 CE 081 440

Brown, Bettina Lankard
Promising Tech Prep Outcomes. The Highlight Zone: Research Work No. 3.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Academic Standards; Access to Education; Apprenticeships; Articulation (Education); Basic Skills; Case Studies; Comparative Analysis; Cooperative Planning; Core Curriculum; Definitions; Economically Disadvantaged; Education Work Relationship; Educational Attainment; Educational Legislation; *Educational Practices; *Educational Research; Educational Trends; Employment Patterns; Federal Legislation; Females; High Schools; Higher Education; Integrated Curriculum; Literature Reviews; Minority Groups; National Surveys; *Outcomes of Education; Part Time Employment; Partnerships in Education; Program Effectiveness; State Standards; Teaching Methods; *Tech Prep;
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Carl D Perkins Vocational Technical Educ Act 1998; School to Work Opportunities Act 1994

Eight tech prep consortia located across the United States were studied to assess their tech prep implementation and outcomes. Special attention was paid to the consortia's use of and success with the following tech prep components: formal articulation agreements; core curriculum; rigorous instruction emphasizing integration of academic and vocational education; theory-practice linkages; efforts to increase access and opportunity; and transitions to college and work. The following were among the key findings: (1) tech prep has clearly broadened beyond the "neglected majority"; (2) in most consortia, tech prep and school-to-work initiatives were closely coordinated, especially when youth apprenticeships were involved; (3) consortia increasingly linked tech prep to efforts to meet state standards, which could displace its focus on work force preparation; (4) consortia increasingly sought to emphasize contextual teaching and learning, project-based instruction, and other applied teaching techniques; (5) schools involved in tech prep experienced increased collaboration among academic and technical instructors and among educators and business representatives; (6) a high percentage of tech prep participants continued to postsecondary education; and (7) agencies, and schools have shaped the educational agenda of the 1990s. The challenge has been how to involve university educators with their public school colleagues. Developing teacher-training programs within schools has been one approach. An initiative within the University of Georgia's School Counseling Program set out to develop a service delivery model that could incorporate the relationships found in diverse public schools. It involved collaboration with school counselors to meet student needs, development of a model school counselor preparation program, and research on the effectiveness of selected counseling practices. One such collaboration involved the University working with school officials in one district concerned about the number of students failing to graduate on time. Accurate graduation and retention rates of students and the reasons why each student dropped out or transferred were studied. Results suggest that the actual rate of student retention to graduation was barely over 40%. Supported by the data, school officials have been instrumental in changing the school environment, policies, and accounting procedures to improve the rate of retention to graduation. (Contains 79 references.) (JDM)

ED 450 295   CG 030 642

Mendoza-Newman, Mary C.; Greene, Roger L.; Velasquez, Roberto J.
Acculturation, SES, and the MMPI-A Performance of Hispanic Adolescents.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Adolescents; High School Students; High Schools; *Hispanic American Students; Measures (Individuals); *Socioeconomic Status
IDENTIFIERS- *Minnesota Multiphasic Personality Inventory

This paper discusses a study that examined the relationship between acculturation and socioeconomic status (SES) on two scales of the Minnesota Multiphasic Personality Inventory-Adolescent (MMPI-A) for Hispanic adolescents (N=65). The study hypothesized that higher levels of acculturation and SES in Hispanic adolescents would be related to scale L (Lie) and related directly to scale 5 (Masculinity-Femininity) of the MMPI-A. The study also hypothesized that acculturation and SES would not differ in their relative contributions to Scales 1 and 5. The findings did not support the inverse relationship between levels of acculturation, SES, and Scale L; nor did they support the direct relationship between levels of acculturation, SES, and Scale 5. These findings are contrary to research findings with Hispanic adults and the MMPI and MMPI-2. The results suggest that low acculturated and low SES Hispanic adolescents in this sample responded with an appropriate balance between admitting and denying minor social faults. While there exists a common traditional belief in the Hispanic culture that a person does not ask for help and does not discuss problems outside the home, the clinical implications of these findings suggest that Hispanic adolescents may be more accepting of seeking help, perhaps even seeking mental health services. (MKA)

ED 450 296   CG 030 651

mandates. A statement on the role of the school counselor and the position paper on school counseling programs from the American School Counselor Association complete the report. (JDM)

ED 450 317 CG 030 743

Bear, Ellen; Heron, Ellen; Plumb, Don
Teaching about TV. Teaching Workshop 3: Media Literacy 1. Teaching for Results Series. Videotape .
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Non-print Media (100)
DESCRIPTORS- Elementary Education; *Elementary School Students; Elementary School Teachers; Information Dissemination; Instructional Materials; *Mass Media Effects; Professional Development; Stereotypes; *Television; Videotape Recordings

This 78 minute videotape represents one in a series of information videos designed for professional development and as an aid to strengthen teaching skills. The subject concerns ways teachers can moderate the effects of television on the elementary school student. Throughout the video are ideas and suggestions for hands-on activities to teach students how to become enlightened consumers of the medium. In Part 1, teachers learn the importance of analyzing the media and specifically how to deconstruct the artificial medium of television. Part 2 concerns the topic of stereotyping. It presents ideas and ways for teacher to open the eyes of children to television's use of stereotypes. Part 3 looks at the deconstructing of television through shots and angles, sound, story boarding, script writing, and editing. Educating students about the medium of television will help enlighten them to guard against the undue influence of negative stereotypes in their lives. (JDM)

ED 450 318 CG 030 748

Robbins, Michael S.; Szapocznik, Jose
Brief Strategic Family Therapy. Family Strengthening Series. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Counseling; Counseling Theories; Cultural Background; *Delinquency; *Family Counseling; Hispanic Americans; *Intervention; Models; *Social Problems; Violence
IDENTIFIERS- Brief Therapy; University of Miami FL

It is widely accepted that an increase in delinquency and violence is rooted in a number of interrelated social problems such as child abuse, alcohol and drug abuse, and youth conflict and aggression. Family strategies and interventions have been designed in an attempt to strengthen the role of the family within the community as a means to combat delinquency. The brief strategic family therapy model, presented in this document, integrates theory with decades of research and practice from the University of Miami. The theory has been adapted by the Spanish Family Guidance Center, also in Miami. In implementing brief strategic family therapy to the needs of these clients, the Center took into account the strengths and weaknesses these minority youth and their families bring to

DESCRIPTORS- *Adults; *Age Differences; Educational Attainment; Reading Attitudes; *Reading Habits; Reading Research; Social Influences
IDENTIFIERS- *Reading Behavior

Interest in adults' everyday reading practices has a lengthy history in the study of the psychology of reading. Several studies have examined the extent of, and variability in, adults' reading activities. Different social contexts have been shown to influence the type of reading performed. The present study examined the reading patterns and practices of a wide age range of adults with diverse educational backgrounds, and who were employed in a variety of occupations. The purpose was to examine differences in adults' reading activities across different social contexts. Reading behavior data were obtained using the Reading Activity Method (RAM). Subjects carried RAM diaries and recorded their reading activity for 10 days. Age group differences were found in regards to the reading purposes and total reading time. Younger adults read for school, while older adults read for work. While older adults read more volume than the younger adults, the younger adults spent more time reading than did their older counterparts. Adults having the most education read for work and leisure, while those with less education read for school, leisure, and work. Professionals read more for work, while nonprofessionals read more for leisure. Subjects averaged more daily reading time (4.14 hours) than has been reported in previous studies. The findings illustrate the effects of setting and situation upon adults' reading practices. Implications for using the Reading Activity Method in studying connections between reading behaviors and cognitive development are discussed. Contains 10 references, and 3 tables and 9 figures of data. (Author/RS)

ED 450 340   CS 014 251

Gold, Judith; Potter, Lance
LEARNS Literacy Assessment Profile: A System for Student Assessment and Program Evaluation.
PUB DATE- 99
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Reading; Emergent Literacy; Evaluation Methods; *Literacy; Primary Education; Program Effectiveness; *Reading Achievement; *Tutorial Programs; *Tutoring; *Writing Achievement

Developed for the America Reads initiative, this paper presents the LEARNS (Linking Education and America Reads through National Service) Literacy Assessment Profile (LLAP), a student assessment system that is designed to improve providers' ability to deliver high quality literacy programs to students, assess students' literacy understanding, set appropriate instructional goals, and evaluate program effectiveness. The LLAP facilitates identification and implementation of the multiple skills and strategies children need to become successful readers and writers; assesses children's literacy progress over time; and provides a system for recording and analyzing data needed for program evaluation. The LLAP presented in the paper addresses three particular stages of literacy development: emergent, beginning, and early a range of children, each of whom present somewhat different problems. The cognitive processing and the wide range of competencies developed in the children should prepare them for performance in almost all classroom programs. (SR)

ED 450 360   CS 014 311

Lyons, Carol A.
Cognitive and Emotional Development of the Mind: Insights from Playing the Button Jar Game.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Early Experience; *Emergent Literacy; Emotional Development; Infants; Learning Readiness; Neuropsychology; Prereading Experience; Preschool Education
IDENTIFIERS- *Reading Recovery Projects

This article describes how the author's infant son enthusiastically played with buttons from the age of 5 months to his first birthday. The article details his play routines and how they changed over time. It draws on recent neurological research about how the brain grows to argue that this play provided the foundation for her son's cognitive and emotional growth and development. The article then examines how the brain functions and demonstrates how the infant's play helped him learn how to learn. Next, the article discusses the role of emotions in learning and how the button jar may have facilitated her son's emotional development. Finally, the article lists guidelines to facilitate infants' cognitive and emotional growth and enhance learning potential; and notes implications for Reading Recovery teachers, including a list of suggestions. (SR)

ED 450 361   CS 014 312

Kent, Melba
Building a Network of Support for Successful Implementation.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Board of Education Role; Early Intervention; *Emergent Literacy; *Instructional Effectiveness; Models; Partnerships in Education; Primary Education; Principals; Program Descriptions; Program Design; *Program Effectiveness; School Administration; School Community Relationship; Teacher Administrator Relationship
IDENTIFIERS- *Reading Recovery Projects

This article argues that successful implementation of Reading Recovery requires a systematic plan to ensure that everyone at the district level, school level, teacher level, and parent/home level understand the goals and benefits of the program, including school board members, community members, central office administrators, principals, teachers, and parents. It describes how, in the author's Texas school district, they have implemented a Reading Recovery Advisory Board, principal's meetings, School Literacy Teams, and parent awareness sessions as vehicles to accomplish this. The article discusses how each of these groups specifically impacts the success of the Reading Recovery program. In general, it argues the English curriculum in primary and secondary schools in South Australia from the 1920s to the 1950s; and (2) the role of schooling in shaping young people as future citizens for a nation in a time of great change. The paper states that, based on previous work in school and curriculum history, the study explores, in one local site, the role of English curriculum and the English teacher in shaping the character of the student and promoting a suitable form of citizenship. According to the paper, this research takes up the challenge of exploring these largely unexamined years of English teaching to supplement English curriculum history. It focuses on one of the research aims--to collate and map the shape and nature of the primary and secondary English curriculum in South Australian schools from the 1920s to the 1950s. The paper's remaining sections report on aspects of the work conducted so far. It begins by briefly introducing the methodological approaches underpinning the research, then provides an overview of the primary curriculum during those years, followed by an examination of the reading component of the primary English curriculum for this period. It then "maps" the four different kinds of post-primary schooling that were established in this period with their accompanying curricula and follows this with an analysis of the curriculum developed for one of these--high schools. The paper concludes with a brief summary and some implications for further work arising from the research. (Contains 5 figures, 27 tables, and 18 references.) (NKA)

ED 450 381   CS 217 420

Flint, Nerilee
Culture Club: An Investigation of Organisational Culture.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Higher Education; Literature Reviews; *Organizational Climate; *Organizational Communication; Qualitative Research; Research Methodology; *School Culture
IDENTIFIERS- *Organizational Culture; Organizational Research

Organizational culture has an incredible function and is an incredible function, as it is both product and process, and effect and cause. Within an investigation of tertiary students' perceptions of the fairness of educational assessment using grounded theory methodology, it became apparent that it was important to consider the influence of course culture. This paper consists of a literature review on organizational culture. The paper gives some insight into what culture is, what the components of culture are, and how the culture of schools and universities are viewed (various researchers describe academic culture as possibly having four types of culture--discipline, profession, enterprise, and system, with additional campus subcultures identified as student culture and administrative culture). It also considers some of the qualitative methods used by researchers in studying the culture of an organization. The paper will be of some interest to those seeking to increase ways of understanding the organization to which they belong or would like to belong. (Contains 27 references.) (NKA)

The introduction, "Getting Started," notes that it is important for parents to continue sharing books with their children at this age. The first chapter, "Reading and Sharing with Children, Ages 8 & 9," offers guidelines for reading aloud and for book-sharing conversations, and discusses read-aloud strategies and conversation starters. The next chapter, "Choosing Books for Children, Ages 8 & 9," suggests and describes 17 books that match the developmental characteristics of readers at this age. It organizes them according to getting your child's attention, sharing with other children, identifying with characters, and reading favorite authors. The following chapter, "Reading and Sharing with Children, Ages 10 & 11," discusses read-aloud strategies and conversation starters. It is followed by "Choosing Books for Children, Ages 10 & 11," which suggests and describes 30 books that meet children's developmental needs and that might fit their new, broadening interests. The next chapter describes 15 books on sensitive issues. A Conclusion reviews the most important points. (SR)

ED 450 404   CS 217 450

Smith, Carl B.
Choosing Books for Children, Ages 12 to 14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 47p.; For related books in the series, see CS 217 447-449.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Books; *Childrens Literature; *Family Literacy; Junior High School Students; Junior High Schools; Parent Child Relationship; Reading Aloud to Others; *Reading Material Selection; *Reading Materials

This book is part of a series that helps parents choose books for their children and talk with them about books in ways that actively engage children with the meaning on the printed page. The introduction notes that it is important for parents to continue sharing books with their children at this age (12 to 14 years). The first chapter, "Reading and Sharing with Children, Ages 12-14," discusses read-aloud strategies and conversation starters. It also offers suggestions for active listening, and offers guidelines for friendly book-sharing conversations. The next chapter, "Choosing Books for Children, Ages 12-14," suggests and describes 13 books that match the developmental characteristics of readers at this age. It organizes them according to mythical journeys, adolescent curiosity, moral dilemmas, and relationships. The next chapter, "Writing: Another Way of Sharing," describes enjoyable activities that can make the reading partnership more pleasurable, using writing to share ideas. It describes keeping a journal, keeping a dialogue journal, outlines other writing activities, and describes briefly 13 books that can serve as great writing models for children. The final chapter describes 14 books on sensitive issues. A Conclusion reviews the most important points. (SR)

ED 450 405   CS 217 451

construct what in a novel the author may have made more overt. Other factors also complicate a reader's response to drama. Dramatic texts are actually pretexts to performance, closer relatives to musical scores than to purely verbal artifacts like novels or poems, and the script is no more the play than a score is the symphony. A question at the heart of teaching dramatic literature is: How does a teacher approach a playtext in a way that examines not only its literary aspects but those significant performative dimensions that create meaning? This paper discusses how teachers can help students bring drama to life; approaches that allow students to explore how actors create meaning in their respective roles; how a playwright's meaning may vary from cast to cast; how the director's guidance affects interpretation; and how the technical effects may shape the final performance. The paper contends that the secret is to read as if watching the play on a personally imagined stage performed for the reader as the primary audience. It suggests two related techniques--studying the text as an actor to explore the role of a particular character, or positioning yourself as the director. The paper analyzes Arthur Miller's "Death of a Salesman" to illustrate how an "actor" or "director" might approach it. (HKA)

ED 450 426   CS 510 504

Fassett, Deanna L.
On Doing Being at Risk: The Role of Educational Ritual in Constructions of Success and Failure.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; College Students; Communication Research; Focus Groups; Higher Education; Interviews; *Risk; *Student Attitudes; *Student Needs; *Success
IDENTIFIERS- Ethnomethodology; *Rituals; *Social Construction; Students as Subjects

If educational success and failure are social accomplishments, then they are communicatively constituted; to this end, communication education scholars must begin to add their voices to a conversation started long ago in education. A study explored the likelihood of educational failure as a social construction. This paper does not neglect the various factors that appear to make some students more likely to fail than others. The paper suggests two things: first, the risk of failure does not manifest like a zero-sum game--there are a multiplicity of circumstances that may exist in any person's life that may make him/her more or less likely to fail in education; and second, any aspect of a person's identity is only a predictor of the likelihood of educational failure (or success) since it exists in relation to a given classroom ideology. It explains that in an analysis of focus group interviews with both undergraduate students and graduate teaching assistants (about 32 students) at a mid-sized midwestern university, an ethnomethodological approach was used to demonstrate that what researchers teach as a stable, objective aspect of reality--i.e., the inevitability of educational failure--is, in fact, a human accomplishment, the result of concerted social action. The paper concludes that the study's participants did not understand educational success or

Moral Education in America: Schools and the Shaping of Character from Colonial Times to the Present.
PUB DATE- 99
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Citizenship Education; Cognitive Development; *Colonial History (United States); Curriculum Design; Educational History; Educational Policy; Elementary Secondary Education; *Ethical Instruction; *Moral Development; Moral Values; Personality Development; *Religious Conflict; Religious Cultural Groups; *Religious Education; *School Community Relationship; Schools of Education; Values Education
IDENTIFIERS- *Gilligan (Carol)

This work explores the grand themes and practices in the history of moral education from the earliest days of Colonial America. Chapter 1, "Moral Education in Early America," traces the nature and scope of moral education practiced by early European settlers. Chapter 2, "The Nineteenth-Century Revolution in Moral Education," explores the re-emergence of moral education from 1820-1900. Chapter 3, "Religion and Moral Education: American Configurations," examines the rise of nonsectarian public schooling during the 19th century. Chapter 4, "The Effects of Modernity, 1890's-1940's," investigates the first serious challenge to moral education in American schooling during the Progressive Era. Chapter 5, "Decline and Revival, 1945-Present," documents the decline of moral education in the postwar period. Broader cultural changes, including the civil-rights and antiwar movements, challenged traditional moral assumptions with more relativistic value perspectives, exemplified by the growth in values clarification programs, cognitive developmentalism, new feminist approaches, and character education. The epilogue, "The Present Moment in Moral Education," concludes with the observation that while advocates of the role of moral education in modern schooling can point to some successes, their efforts remain controversial and limited by inadequate teacher training and uncertain public support. (Contains a bibliography with 49 entries.) (TEJ)

ED 450 446   EA 030 835

Wray, Harry
Japanese and American Education: Attitudes and Practices.
PUB DATE- 99
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Cross Cultural Studies; Discipline Policy; *Discipline Problems; Educational Change; Educational Finance; Educational Policy; Educational Sociology; Educational Status Comparison; Educational Testing; Elementary Secondary Education; Foreign Countries; Japanese Culture; *National Norms; *Outcomes of Education; *School Community Relationship; Social Discrimination; Test Anxiety; Test Content; Test Interpretation; Test Results
IDENTIFIERS- *Japan; *United States

Continuing concern regarding the quality and future of education in both America and Japan prompts many comparisons of their nation's educational systems. Chapter 1, "Japanese Schools' Higher Achievement, Literacy, Efficiency, Discipline, Classroom

Essentials for Principals: How To Interview, Hire, and Retain High-Quality New Teachers.
PUB DATE- 00
NOTE- 74p.; With the assistance of Joseph J. D'Amico and Nancy Protheroe.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Employees; *Employment Interviews; Interviews; Job Skills; Leaders Guides; *Personnel Evaluation; *Personnel Management; Personnel Policy; *Personnel Selection; *Recruitment; Resumes (Personal); Teacher Evaluation; *Teacher Selection
IDENTIFIERS- *Interviewers; National Association Elementary School Principals

This guide provides principals with useful information about hiring teachers, including checklists for organizing the search for qualified candidates, recommendations on how to identify suitable applicants, and sample interview questions. In an increasingly competitive employment environment, school district personnel systems can help, or hinder, a principal's efforts to hire qualified teachers. The best hiring systems identify key attitudes, behaviors, and skills desired in classroom teachers, screen for these characteristics during all stages of candidate evaluation, ensure compliance with relevant laws, reserve the labor-intensive aspects of evaluation for only the most promising candidates, and provide decisionmakers with timely, pertinent information. Teacher preparation programs have grown more demanding since the 1970s, improving the pool of teacher candidates while making traditional identification and hiring practices obsolete. Hiring is too important to be attempted at the last minute, and planning for spring and summer interviews should begin the previous fall. Effective interviewing requires planning, including the identification of needed job skills, standards for reviewing applications, telephone interviews, pre-interviews, and other time-saving steps. Behavior-based interviewing includes a variety of important steps to consider in such areas as a list of job requirements and questions about curriculum, instruction, planning, classroom management, homework, grading, approaches to communicating, professional development, and concluding interviews. Hiring is merely the first of several important steps in effective personnel management. Schools must provide administrative support, welcome new teachers, maintain frequent contact, and allow time for professional development and relationship formation. (Contains 27 references.)(TEJ)

ED 450 462   EA 030 880

Burgess, David G.
The Principal's Keys: Unlocking Leadership & Learning. Successline's SMART Strategies Series.
PUB DATE- 01
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; Educational Change;

Rothman, Robert
How To Make the Link between Standards, Assessments, and Real Student Achievement. Getting Better by Design, Volume 5.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.; Education Commission of the States, Denver, CO.
PUB DATE- 98
NOTE- 25p.; Volume 5 in a series of 7. For others in the series, see EA 030 910 to 030 913, 030 915, and 030 916.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Standards; Educational Change; Elementary Secondary Education; *Evaluation; Instructional Effectiveness; *Learning Experience; *Performance Based Assessment; *Performance Factors; Public Schools; Skills; *Student Improvement
IDENTIFIERS- *New American Schools

Establishing a solid standards-and-assessment system is only the first step toward the ultimate goal of bringing all students to the standards. But without this first step, all others will fall short. The paper explains the essential role of standards and assessments in improving student achievement and offers solutions to challenges districts face in putting standards, and assessments aligned to them, in place. Standards and assessment are central to all eight designs sponsored by New American Schools (NAS). These designs are aimed at significantly enhancing student learning. Standards and assessments define learning and how educators, parents, and members of the public know whether students have mastered what they need to learn. The paper describes resources the NAS Design Teams offer to help schools implement a standards-based system, and it provides guidance on key challenges districts face as they put such systems in place. (Contains 5 references.) (DFR)

ED 450 481 EA 030 915

Hill, Paul T.
How To Create Incentives for Design-Based Schools. Getting Better by Design, Volume 6.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.; Education Commission of the States, Denver, CO.
PUB DATE- 98
NOTE- 29p.; Volume 6 in a series of 7. For others in the series, see EA 030 910 to 030 914, and 030 916.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Decision Making; Educational Change; *Educational Development; *Educational Improvement; *Educational Innovation; Elementary Secondary Education; Finance Reform; Governance; *Performance Factors; *Program Design; Public Schools; *School Organization
IDENTIFIERS- *New American Schools

This paper examines how to encourage widespread adoption of comprehensive school-reform models--adoption outside the schools and districts that took part in the development process. It refers to such models as "design-based" schools. The paper defines what is meant by a school design and mild/moderate disabilities; (2) to field-test expertise teacher training materials and activities by incorporating them into a teacher education program; and (3) to evaluate and disseminate project results. The project is based on the premise that changes in the nature of special education have altered the role that special education teachers play. These changes include the inclusion movement, the changing demography of the school population, and the increased emphasis on transition services for adolescents. The literature is reviewed concerning characteristics of the expert educator of students with disabilities, the definition of expertise in teaching, and findings of research on thought processes of expert teachers. These findings suggest expert special educators focus more intensely on the needs of the individual learner than do regular educators. Other findings suggest that an effective method for teaching expertise is the use of videotaped classroom situations with audiotapes of the expert teacher commenting on his/her instructional behavior. (Contains 59 references.) (DB)

ED 450 502   EC 308 258

Ahearn, Eileen M.
Performance Goals and Indicators. Quick Turn Around Project Forum. QTA--A Brief Analysis of a Critical Issue in Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); *Disabilities; Educational Assessment; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; National Surveys; *State Standards; *Student Educational Objectives
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; *Performance Indicators

This brief paper summarizes a review of biennial performance reports filed by all 50 states concerning student performance goals and indicators required under the 1997 amendments to the Individuals with Disabilities Education Act. It notes that the state reports varied extensively in level of detail, clarity of content, and type of supporting materials included. States also differed substantially in the number, type, and level of abstraction of state goals for special education. Sixteen states use the same goals for students receiving special education as for other children. The most common areas addressed in goals were academic achievement, transition/postsecondary placements, teacher preparation/technical assistance, graduation rates, dropout rates, and communication/coordination with families/communities. The number of performance indicators that states reported using varied from 5 to 71. The content of performance indicators clustered around eight topics including: reaching graduation standards, inclusion in general education curriculum and/or assessments, improved dropout rates, and higher academic achievement. Suggestions are also offered to enhance the readability and usefulness of such reports including development of consensus definitions of "goals" and "performance indicators" and use of a consistent format for reporting of basic information. (DB) based on national categories of disabilities. Chapter 5 offers analysis of the quantitative data broken down into the three cross-national categories of special needs students. This is followed by a chapter providing additional analyses of the quantitative data, which includes special schools and classes, regular classes, and student/staff ratios. The final chapter offers discussion and conclusions, noting the lack of consistency in terminology used by different countries, implications of the resources model, and a consistent gender effect with more males receiving special education services across all three categories. Five annexes include additional data tables, the questionnaire used, and definitions of educational levels. (Author/DB)

ED 450 521 EC 308 278

Heumann, Judith E.; Warlick, Kenneth R.
Questions and Answers about Provisions in the Individuals with Disabilities Education Act Amendments of 1997 Related to Students with Disabilities and State and District-Wide Assessments. Memorandum.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Educational Assessment; Educational Legislation; Elementary Secondary Education; Federal Legislation; Guidelines; Inclusive Schools; *Special Education; Standards; State Standards; *Student Evaluation
IDENTIFIERS- Alternative Assessment; Amendments; *Individuals with Disabilities Educ Act Amend 1997; Testing Accommodations (Disabilities)

This memorandum from the federal Office of Special Education Programs (OSEP) to state directors of special education presents questions and answers related to inclusion of students with disabilities in state and district-wide assessments under the Individuals with Disabilities Education Act Amendments of 1997. The 26 questions and answers address accountability, individualized education program (IEP) processes, parental permission, accommodations and modifications, alternate assessments, out-of-level testing, reporting, and monitoring. Among specific topics covered are the following: requirements for performance goals and indicators, use of assessment results, the role of the IEP team, parental permission under various state standards, the definitions of "accommodations" and "modifications", alternate assessments for students unable to participate in general assessments, requirements concerning establishment of participation guidelines, requirements of local education agencies concerning alternate assessments, difficulties with use of out-of-level tests, required reports on assessment, requirements for aggregation and disaggregation of data, and monitoring by OSEP of compliance. (DB)

ED 450 522 EC 308 279

Warlick, Kenneth R.
Questions and Answers on Obligations of Public Agencies in Serving Children with Disabilities Placed by Their Parents at Private Schools. Memorandum.

polices for purposes of reporting, accountability, or determining student benefits such as promotion or high school diplomas. The policy statement goes on to state that although the SEA and LEA cannot constrain the IEP team's decision about accommodations and modifications, the SEA and LEA can provide guidelines and training to assist IEP teams in making informed decisions. The statement discusses considerations that must be examined as SEAs and LEAs endeavor to preserve the authority of IEP teams while at the same time maximizing student participation. (CR)

ED 450 540 EC 308 298

Heumann, Judith E.; Warlick, Kenneth R.
Guidance on Including Students with Disabilities in Assessment Programs. Memorandum.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Academic Achievement; *Disabilities; *Educational Assessment; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Regulation; Guidelines; *Individualized Education Programs; Outcomes of Education; Parent Education; State Programs; State Standards; *Testing; Testing Problems
IDENTIFIERS- Alternative Assessment; *Individuals with Disabilities Educ Act Amend 1997; *Testing Accommodations (Disabilities)

Designed for parents and family members of students with disabilities, this policy statement clarifies federal requirements for including children with disabilities in state and district-side assessment programs. Information is presented in a question-and-answer format that addresses: (1) requirements under the Individuals with Disabilities Education Act and Title I of the Elementary and Secondary Education Act for including children with disabilities in assessments; (2) how participation in assessment programs benefits children with disabilities; (3) parental permission for student participation in state and local assessment programs; (4) the role of the Individualized Education Program team in state or district-wide assessments; (5) accommodations and modifications for test administration; (6) alternate assessments for students with disabilities who cannot participate in state or district-wide assessments; (7) consequences of decisions about accommodations and modifications in assessments; and (8) how results of assessments are supposed to be reported and used. (CR)

ED 450 541 EC 308 299

Garland, Corinne W.; Osborne, Sheri C.
SpecialCare Outreach: A Project Designed To Expand Child Care Options for Children with Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

Association for Language Learning, 1994-1997.
PUB DATE- 97
NOTE- 428p.; Published twice a year.
LANGUAGE- English; Spanish; Portuguese
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Business Communication; Classroom Techniques; College Students; Communicative Competence (Languages); Elementary Secondary Education; Evaluation Methods; Grammar; High School Students; Higher Education; Instructional Materials; Internet; Language Proficiency; Multimedia Materials; *Portuguese; Reading Skills; Second Language Instruction; Second Language Learning; Sex Bias; *Spanish; Spanish Literature; Special Education; *Teaching Methods; Testing; Worksheets; World Wide Web; Writing Instruction; Writing Skills
IDENTIFIERS- England; Europe; European Community; Portugal; Portuguese Literature; Scotland; Spain; Subtitles

This journal focuses on the learning and teaching of Spanish and Portuguese. Selected articles include the following: "Word Associations in Spanish"; "A Woman of Substance? The Role of Andrea in Nada"; "Spanish for Business"; "Subtitles as a Teaching Technique"; "The Writing Workshop"; "Dialogue of the Deaf?" "Corpus-based Analysis of Spanish"; "Access for the Disabled Tourist in Murcia"; "Resources for Spanish Students on the Internet"; "Reflections on the Teaching of Spanish in Primary Schools in England"; "New Exams for Portuguese"; "Literature at A Level; Target Language Teaching and Assessment"; "Some Reflections About Language, Society, and Women"; "The Business Context: Aspects of Contemporary Spain"; "European Links at Primary School: Doing It Bristol Fashion"; "Awkward Preterits"; Regular and semi-regular features include: News and Reports; Reviews and Books Received; Notes for Contributors; El Rastro (The Flea Market); Classroom Resource Material; and Obituary. All articles are extensively referenced. (KFT)

ED 450 564 FL 026 189

Tejerizo, Margaret, Ed.
Rusistika: The Russian Journal of the Association for Language Learning, 1994-1997.
PUB DATE- 97
NOTE- 430p.; Published twice a year.
LANGUAGE- English; Russian
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Classroom Techniques; College Students; Communicative Competence (Languages); Cultural Education; Dictionaries; Elementary Secondary Education; Evaluation; Evaluation Methods; Females; Foreign Countries; Grammar; High School Students; Higher Education; Language Proficiency; Language Usage; Linguistic Borrowing; Reading Skills; *Russian; Russian Literature; Second Language Instruction; Second Language Learning; Vocabulary Development
IDENTIFIERS- Estonia; Gorbachev (Mikhail); Pushkin (Alexander); Russia; USSR

This journal focuses on the teaching and learning of Russian. Selected articles include the following: "Soviet Cinema: Women's films"; "Learning and Teaching Russian"; "Russian in a Weekend?" "Words Having a Religious Connotation in Russian"; "Grammar and Communication: The Ab Initio Russian Course"; "Borrowing of Foreign Words and Reflected Synonyms in the Russian Lexicon"; "Sisters on he Sinister Side: Gumilev as a

Vehicles of Creative Misunderstanding" (Petr Bilek); "When Just Saying 'Ne' is Not Enough: Some Discourse Interactional Properties of 'Ano,' 'Ne,' and 'Je'" (Masako U. Fidler); "In Search of Representational Means for Inner Worlds: Gogol-Dostoevsky-Kafka" (Alexander Levitsky); "Czech Jewish Identity After the Holocaust: The Case of Jiri Weil, the Pinkas Synagogue, and Weil's Elegy for the 77,297" (Alisa Gayle Mayer). References appear at the end of each chapter. (KFT)

ED 450 585   FL 026 601

Garcia, Gilbert N.
Lessons from Research: What Is the Length of Time It Takes Limited English Proficient Students To Acquire English and Succeed in an All-English Classroom? Issue Brief No. 5.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 00
NOTE- 18p.; Edited by Patricia Anne DiCerbo.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bilingual Education Programs; Cultural Education; *Educational Change; *Educational Research; Elementary Secondary Education; *English (Second Language); Immersion Programs; Immigrants; Language Minorities; *Limited English Speaking; Politics of Education; Second Language Instruction; Second Language Learning; Teaching Methods

This document provides a brief overview of the results of the recent research and data synthesis funded by the U.S. Department of Education on effective educational approaches that promote the acquisition of English language arts and skills and grade-appropriate content for limited-English-proficient (LEP) students. This group, also known as English Language Learners (ELLs), is a prominent part of the broad population of at-risk young children and school-age youth. The purpose of this document is to inform policymakers and educators of the results of key education research that have implications for the following: the design of educational programs and assessments for LEP and other students placed at risk of educational failure; program placement decisions; and setting program participation time frames. This information is especially timely, given the number of state legislatures and local school districts engaged in systematic educational reform efforts--efforts expected to include ELLs at all levels of language proficiency. Two of the many issues related to the education of LEP students are highlighted: the amount of time that LEP students are permitted to receive special support, and the language of instruction. For each study reviewed, all the bibliographic particulars are provided as are key findings and detailed background information about this study. (KFT)

ED 450 586   FL 026 602

Bishop, Ana
Technology Trends and Their Potential for Bilingual Education. Issue Brief.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 00
NOTE- 18p.; Edited by Patricia Anne DiCerbo.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

ED 450 609   FL 801 423

Magalhaes, Rebecca; Stone-Jimenez, Maryanne; Allen de Smith, Paulina; Smith, Natalia

Kathy Learns How Breastfeeding Can Be Used...To Space Pregnancies. Mother-to-Mother Support = Josefa Aprende como la Lactancia Puede Ser Usada...Para Espaciar los Embarazos. Apoyo Madre a Madre.

SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, DC.

PUB DATE- 00

NOTE- 58p.; For related documents, see FL 801 422-427. Illustrations by Kathy Grossman. Spanish translation by Paulina Allen de Smith and Natalia Smith.

LANGUAGE- English; Spanish

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Education; *Breastfeeding; *Family Planning; Immigrants; *Mothers; Spanish Speaking

These magazine-sized booklets, one in English, one in Spanish, are in cartoon format and designed to be used by people with limited literacy in English or Spanish. They explain how breastfeeding can be used to help space pregnancies, the limitations of its effectiveness as a pregnancy-avoiding method, and that the spacing of pregnancies can be good for both the mother and the baby. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 450 610   FL 801 424

Magalhaes, Rebecca; Stone-Jimerez, Maryanne; Allen de Smith, Paulina; Smith, Natalia

Kathy Talks with Other Mothers about Breastfeeding an Older Baby. Mother-to-Mother Support = Josefa Habla con Otras Mamas sobre el Amamantar a un Bebe Mayorcito. Apoyo Madre a Madre.

SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, DC.

PUB DATE- 00

NOTE- 58p.; For related documents, see FL 801 422-427. Illustrations by Kathy Grossman. Spanish translation by Paulina Allen de Smith and Natalia Smith.

LANGUAGE- English; Spanish

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Education; *Breastfeeding; Immigrants; *Infants; *Mothers; Spanish Speaking; *Toddlers

These magazine-sized booklets, one in English, one in Spanish, are in cartoon format and designed to be used by people with limited literacy in English or Spanish. The book explains that a 1- or 2-year old breastfed baby is comforted by breastfeeding, breast milk continues to have nutritional value (even if the mother becomes pregnant), and that gradually

(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Allied Health Occupations; Allied Health Personnel; *College Faculty; *Community Programs; Evaluation Methods; Higher Education; Models; Portfolio Assessment; Portfolios (Background Materials); *Scholarship; *School Community Programs; *Teacher Evaluation

This paper presents a model of community scholarship. Community scholarship is defined as the products that result from the active, systematic engagement of academics with communities for such purposes as addressing a community need, studying community problems and issues, and engaging in the development of projects that build health. The paper opens with a historical perspective on scholarship and then describes four innovative approaches to documenting, recognizing, and rewarding faculty work. Four evidence-based models that document and assess scholarly activities creatively were selected for this discussion because they contain features that are applicable to community scholarship. Two models involve the development of a faculty portfolio. The third applies a set of six criteria that underlie the process of scholarship, and the final model is based on four competencies with specific requirements for the various professional ranks. The model that is developed is based on: (1) learning that combines rigorous academic curriculum with meeting community needs; (2) discovery that emphasizes community-oriented research; and (3) engagement that moves to the formation of strategic campus-community partnerships to improve health. Some suggestions are given to implement this model. (Contains 23 references.) (SLD)

ED 450 632   HE 033 807

Indenbaum, Gene, Ed.; Levine, Judith R., Ed.
Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (14th, Ellenville, New York, April 5-7, 2000).
PUB DATE- 00
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Faculty; Course Content; *Curriculum Development; Distance Education; Higher Education; *Psychology; *Teaching Methods; *Undergraduate Students

These proceedings contain papers presented at the Annual Conference on the Undergraduate Teaching of Psychology sponsored by the Psychology Department of the State University of New York, Farmingdale. Following an introduction and the conference program, the papers are: (1) "Developing an Undergraduate Course in Multimedia Applications in Psychology: Design and Outcome" (David Renjilian); (2) "Team Teaching across Disciplinary Fields: The Cluster Program at William Paterson University" (Katherine Makarec); (3) "Using Debriefing To Enhance Students' Service Projects" (Frederick E. Tesch, Stanley Bazam, and K. Gregory Jin); (4) "The Psychology Club as a Mechanism for Introducing Students to Research" (Jill M. Norvilitis); (5) "Teaching Developmental Psychology: Practical Application and Understanding of Major Developmental Theories" (Charles N. Jones); (6) "Distance Perception: A Comparison of In-Class and Distance-Learning Psychology of Perception Classes" (Greg C. Elvers and Donald J. Polzella); (7) "The Innovation of Tradition" (Ethan Gologor); and (8) "Integrating Technology in the Psychology Curriculum" (panel discussion--Patricia A. Oswald, Robin Flanagan, Kisok Kim, and Katherine suggested some changes to clarify the language of the initiative. Funds are to be released to institutions in proportion to their combined basic HEFCE grants for teaching and research. Funding will be released following consideration of human resources strategies for addressing certain priority areas. Institutions are invited to submit their human resources strategies by June 1, 2001. (SLD)

ED 450 655 HE 033 831

Review of Research: Report on Consultation.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Colleges; *Educational Finance; Educational Policy; *Evaluation Methods; *Financial Support; Foreign Countries; Higher Education; Questionnaires; *Research; Responses
IDENTIFIERS- *England

This document reports the results of the consultation (questionnaire responses from higher education institutions) on a review of research policy and funding by the Higher Education Funding Council for England (HEFCE) published in September 2000 and outlines the HEFCE response to the review and the consultation. Responses were received from 164 institutions of higher education. The proposal to continue to fund research selectively, on the basis of quality at a departmental level, was supported by the higher education sector and other stakeholders. The principles underlying the Research Assessment Exercise proved uncontroversial, with 98% of the responses supporting the retention for the process of research assessment outlined, which was to be based on peer review. More than half of respondents agreed with the review's recommendations that the HEFCE should maintain funding levels for departments with ratings of 5 and 5* in the future. Nearly 90% of respondents supported the proposal that funds should be retained for departments rated 3a and 3b. There was unanimous support for the creation of an independent Arts and Humanities Research Board. Respondents also supported exploring new funding streams, working with other bodies to establish standards for research degree provision, and studying progression for women and minority faculty and staff development in general. (SLD)

ED 450 656 HE 033 832

CRitical Issues Bibliography (CRIB) Sheet: Native American College Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 15p.; For other CRIB Sheets, see HE 033 821 and HE 033 833-836.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indians; Annotated Bibliographies; *College Students; Cultural Awareness; *Disadvantaged Youth; Higher Education; Minority Groups; *Resources; School Holding Power; *Student Recruitment
IDENTIFIERS- *American Indian Students; *Native Americans

annual student costs; (5) a history of the campus; (6) a description of the location; (7) notes on student financial aid; (8) a freshman class profile; (9) a list of bachelor's degree programs offered; (10) admission information; (11) information on advanced placement; (12) rates of retention, graduation, and persistence; and (13) the number of full-time faculty. Nine appendixes contain charts of advanced placement accepted at the various schools, the minimum score required for advanced placement credit, tables describing freshman class characteristics, and other information about students at the different campuses. (SLD)

ED 450 677 HE 033 853

Morgan, Frank B.
Degrees and Other Awards Conferred by Title IV Participating, Degree-Granting Institutions, 1997-98. E.D. Tabs.
PUB DATE- 01
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Degrees (Academic); Higher Education; *Institutional Characteristics; Tables (Data)
IDENTIFIERS- *Higher Education Act Title IV; Integrated Postsecondary Education Data System

This report presents data on postsecondary degrees conferred by U.S. institutions during the 1997-1998 academic year (July 1, 1997 to June 30, 1998). The data were collected through the Department of Education's Integrated Postsecondary Education Data System (IPEDS). The report focuses on institutions that have a Program Participation Agreement with the Department of Education and are eligible to participate in Title IV programs and which grant associate's or higher degrees. OF the 9,355 postsecondary institutions in the 50 states and the District of Columbia identified by IPEDS, a little less than half (4,455) are categorizes as degree-granting. Of these, 90.1% (4,015) are Title IV participating institutions, forming the basis of this report. In the 1997-1998 academic year, nearly 2.3 million degrees were awarded by these institutions. Of the total degrees, 24.3% were associate's degrees, 51.5% were bachelor's degrees, 18.7% were master's degrees, 2.0% were doctor's degrees, and 3.4% were first professional degrees. Public institutions awarded the majority of degrees at all levels, except for first professional degrees. The majority of degrees at associate's, bachelor's, and master's levels continued to be awarded to women. The proportion of degrees awarded to minority students was highest at the associate's level (23.2%) and dropped at each successive level through the doctor's degree. Nearly one-fifth of all bachelor's degrees were awarded in business management/administrative services, with another 10.6% awarded in the social sciences and history, and 8.9% in education. Information about the students receiving degrees and the degrees awarded is summarized in 21 tables. (SLD)

ED 450 678 HE 033 854

Lee, John B.
Undergraduates Enrolled with Higher Sticker Prices. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
PUB DATE- 01
NOTE- 101p.

Initiative in Meeting Goals Established by the Idaho Council for Technology in Learning.
PUB DATE- 99
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; Educational Development; *Educational Finance; Educational Objectives; *Educational Technology; Elementary Secondary Education; *Public Schools; School Districts; State Aid; State Programs
IDENTIFIERS- *Idaho

Over the past five and one-half years, the Idaho Educational Technology Initiative has distributed 56 million dollars to Idaho public schools. This report reviews the progress made toward accomplishing goals established by the Idaho Council on Technology in Learning (ICTL). It is based on data collected during visits to 36 schools in 16 school districts, and the review of 48 technology research and evaluation studies conducted in Idaho schools. The report consists of four chapters. Chapter 1, "Funding the Idaho Educational Technology Initiative," chronicles the expenditures made from the start of the Initiative. Chapter 2, "A Review of Research and Evaluation Studies Focusing on Technology Integration in Idaho Schools," assesses the quality and reports on the findings of recent technology research conducted in Idaho. Chapter 3, "ICTL Goals and Experience of Idaho Educators: A Report on Site Visits to 16 Idaho School Districts," discusses observations of how Idaho educators are implementing the Initiative's goals. Chapter 4, "Assessing the Impact of Educational Technology: Recommendations for Future Evaluations," describes two evaluation models that could provide useful information to both educators and policy-makers. Seven tables and figures are included. An appendix contains 47 report summaries for the schools researched. (AEF)

ED 450 697 IR 020 577

Pinn, Ashley
Evaluating the Student Experience of Learning On-Line.
PUB DATE- 00
NOTE- 11p.; Based on a paper given at the National Institute for Staff and Organizational Development (NISOD) (Austin, Texas, May 28-31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Foreign Countries; Higher Education; Instructional Design; Instructional Development; Instructional Innovation; Internet; Material Development; Online Systems; Student Reaction; *Teaching Methods; Technology Education; Workshops
IDENTIFIERS- *Web Based Instruction

This paper looks at the development and evaluation of an online learning and teaching package (http://www.herts.ac.uk/lis/ltdu/projects/mm2) in workshop techniques for Year 1 BA (Hons) Model Design students at the University of Hertfordshire (United Kingdom). Students produce as part of their coursework physical models made from such materials as wood, metal, and acrylic. "Workshop Techniques" was designed to complement the series of practical course sessions that familiarize students with the workshop machinery. It incorporates an online resource and testing facility to back

580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Computer Software Development; *Distance Education; Educational Development; *Faculty Development; Higher Education; Online Systems; *Optical Data Disks; *Professional Development; State Programs; Training

The University of Central Florida (UCF) has developed an award winning faculty development program providing experiential, collaborative learning for instructors to build online programs. A project is now underway to extend training throughout the state of Florida. Supporting students is also essential to the success of teaching online. The Pegasus Connections Disc provides software tools, tutorials, and just-in-time information for all incoming UCF students and faculty. This paper describes four areas of readiness: institutional, faculty, course development, and learner-oriented that contribute to UCF's comprehensive approach to development and support of online learning. UCF's experience is now being extended to other institutions in Florida through a statewide training project. Lessons learned and evaluation data are shared in this paper. (Author/AEF)

ED 450 717   IR 020 598

Davis, Doug; Pollard, Marvin; Smith, Gordon
Unified Information Access for the 21st Century: A Project of The California State University.
PUB DATE- 99
NOTE- 9p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computer System Design; Educational Resources; Higher Education; *Information Services; Information Sources; Information Systems; Library Services; Online Systems
IDENTIFIERS- California State University

This paper presents the results of a three-year project of the 22 libraries of the California State University (CSU) system to create an entirely new approach to information access. The Unified Information Access System (UIAS) is designed to provide integrated, single-search access to the full range of library information resources. In addition to creating a powerful information access tool, it incorporates customized guidance in navigating the information environment, making it a valuable educational resource as well as an effective access management tool for librarians. The name "Pharos" was selected as the new name for the system in its public manifestation. The scope and complexity of the UIAS project has entailed an array of challenges, both in its conception and execution as Pharos. Through close collaboration with Ameritech Library Services, CSU has succeeded in creating a service to students and faculty that has enormous potential for delivery of information and educational resources tailored to the needs of the individual. Pharos in its present manifestation as a gateway to knowledge is far from perfect or complete, but it offers a framework that can be built upon and adapted to the information and educational environments of the 21st century. (AEF)

ED 450 718 IR 020 599

Millard, Sandra K.

University of Delaware Library/Statewide K-12 Partnership Providing Online Resources and Training: UDLib/SEARCH.

PUB DATE- 99

NOTE- 14p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Libraries; *Access to Education; Access to Information; Computer Networks; Computer Uses in Education; Elementary Secondary Education; Higher Education; Internet; *Partnerships in Education; State Aid

IDENTIFIERS- University of Delaware

UDLib/SEARCH is a unique partnership between the University of Delaware Library and state K-12 education in Delaware. UDLib/SEARCH provides access to 16 full text databases via the Internet on the state network to all Delaware public high schools and middle schools, and training for teachers and librarians. Using $30 million in state funds, Delaware is the first state to wire every classroom in all public schools to the Internet, and UDLib/SEARCH is one of the first statewide applications on that network. This collaboration has served to further strengthen the partnership between the University, the state, and the education community. (Author)

ED 450 719 IR 020 600

Grimes, Joe; Zingg, Paul; Hanley, Jerry

User Empowered Process for Information Technology Planning and Implementation.

PUB DATE- 99

NOTE- 13p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580. Figures may not reproduce adequately.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Uses in Education; *Cooperative Planning; Cooperative Programs; Educational Administration; *Educational Development; *Educational Planning; *Educational Technology; Group Activities; Higher Education; Strategic Planning; Teamwork; Users (Information)

IDENTIFIERS- Technology Implementation; Technology Integration

The teaching/learning process must drive technology planning. Over the past several years an effort at California Polytechnic State University has been underway to ensure that the culture of participatory and strategic governance promotes this principle, with both the users and the providers being of the same understanding and participating as part of the same team. The key to a successful effort is informed, engaged, and supportive institutional leadership. This paper explains how this process has evolved, describing a process of continually statewide licenses for core and extended electronic collections, including reference materials and serials, recognizing the economic realities in American hospitals and libraries and the need for economic viability of publishers. This pilot project, if successful, will be used as a model for other statewide information projects. The planning process, which will begin with a comprehensive needs assessment, gap analysis, and economic model, will result in the design of a statewide health information architecture/system design and will include economic sustainability and new paradigms for library collaboration and federation in the acquisition and distribution of electronic resources over a wide area. AMECHII will also seek international partnerships with developing countries to cooperatively develop an electronic health information infrastructure in those nations and to seek external funding to do so. (Author/MES)

ED 450 740 IR 057 996

Butdisuwan, Sujin
Reaching out through a Mobile Library.
PUB DATE- 00
NOTE- 15p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Access to Information; *Bookmobiles; Foreign Countries; Higher Education; *Library Extension; Library Schools; *Outreach Programs; Rural Areas; User Needs (Information)
IDENTIFIERS- Thailand

This paper describes mobile library services in Thailand. Mobile library is defined as traveling or movable library activities in any format that visit rural districts or remote areas, where there is no other library service, on a specific schedule. Following an introductory section that addresses justification for and types of mobile libraries, several examples of mobile libraries in Thailand are presented. These include the Mobile Train Library, Mobile Bus Library, and Mobile Floating Library operated by the Informal Education Promotion Center, Department of Non-Formal Education, Ministry of Education, as well as bookmobiles operated by universities and library schools. (MES)

ED 450 741 IR 057 997

Byrum, John D.
The Birth and Re-Birth of the ISBDs: Process and Procedures for Creating and Revising the International Standard Bibliographic Descriptions and Section on Bibliography--Review of Activities, 1999-2000.
PUB DATE- 00
NOTE- 14p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

world are highlighted, including decentralization, distributed data collections, and heterogeneous data structures and indexing procedures. Three possible models for managing access to information are summarized: a centralistic organization; a network of scientists; and standardization, acceptance, and dissemination of metadata. The shell model for indexing electronic resources is presented. The CARMEN project of the Universitatsbibliothek Regensburg (Germany), which deals with the indexing of digital publications, is then described, focusing on cross concordances between different classifications and thesauri. Similar links between a universal thesaurus and specialized thesauri are also discussed. (MES)

ED 450 763 IR 058 019

Gill, Philip
Guidelines for Public Libraries in the 21st Century.
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Guidelines; Information Technology; International Organizations; *Library Administration; Library Associations; Library Collection Development; *Library Role; *Library Services; Library Standards; *Public Libraries; User Needs (Information)
IDENTIFIERS- *International Federation of Library Associations; Technological Change

This paper highlights some of the issues that arose during the drafting of a revised version of the IFLA (International Federation of Library Associations and Institutions) Guidelines for Public Libraries. The sections of the new document are outlined as follows: (1) The Role and Purpose of the Public Library; (2) The Legal and Financial Framework; (3) Meeting the Needs of the Users; (4) Collection Development; (5) Human Resources; and (6) The Management and Marketing of the Public Library. Three key roles of the public library (i.e., education, information, and personal development) are discussed. Other issues addressed include: the importance of determining priorities; competition with other organizations; changes due to developments in information technology; access to information and communications technology; community needs analysis; customer care; development of collection standards; effective leadership; and marketing and promotion. (MES)

ED 450 764 IR 058 020

Griebel, Rosemary
Partnering Services between Public Libraries and Library Services for the Blind: A Canadian Experience.
PUB DATE- 00
NOTE- 7p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

groups. Computer science departments are natural partners in the development of digital libraries. Professional societies, for-profit companies, and foundations are also potential sources of support. Cornell University Library (New York) has worked closely with a variety of interested individuals and organizations in providing access to and preservation of digital materials. This paper describes the evolution of some of those projects and the resulting innovations and technology enhancements. Projects covered include: The Mathematics Book Collection; TEEAL (The Essential Electronic Agricultural Library); ICE (Internet Connections for Engineering); Project Nomad, a research project in which students in two experimental courses are each issued a laptop computer with a wireless modem; Project TULIP, a cooperative research project to test networked delivery and use of electronic journals; a grant titled Security and Reliability in Component-Based Digital Libraries; NEEDS (National Engineering Education Delivery System); and Project Euclid, a pilot project developed to help independent mathematics and statistics journals by setting up an infrastructure that will empower them to publish on the World Wide Web. (Author/MES)

ED 450 785   IR 058 041

Richardson, John V., Jr.
LIS Journal Response to Globalization: An Analytical Study of Leading and International Journals.
PUB DATE- 00
NOTE- 9p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Information Science; International Programs; *Library Science; Predictor Variables; *Scholarly Journals
IDENTIFIERS- *Library Journals

The purpose of this study is three-fold: (1) to identify and describe the eminent, as well as, international LIS (Library and Information Science) journals; (2) to compare and contrast the leading and international LIS journals; and (3) to test the hypothesis that there is no significant difference between leading and international journals based on several variables. Independent ratio-level variables include volume number as a proxy for age of publication, region, acceptance rate, peer-review, total number of editorial board members, total number of editors, total number of women editors, total number of international board members, and total number of major articles per year. Outcome (i.e., dependent) variables include prestige and circulation. It is concluded that there are significant differences between leading and international LIS journals. The former group is older and has lower acceptance rates; the latter are smaller and have higher acceptance rates. There are a number of significant relationships between editors and gender, editorial size, and number of international editorial board members. International submissions are most influenced by international board members on international journals. U.S. journals are not as international as journals published elsewhere in the world. (MES)

ED 450 786   IR 058 042

Responsibility: The Canadian Experience. Contemporary Studies in Information Management, Policies, and Services.
PUB DATE- 00
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Certification; Evaluation Criteria; Foreign Countries; Government Publications; Information Services; *Job Performance; *Librarian Attitudes; *Librarians; Library Education; Library Personnel; Library Science; Library Services; Reference Services; Standards

Long a controversial topic in the specialized world of reference librarianship, unobtrusive evaluation is a useful tool in gauging the degree to which reference librarians are effectively performing their jobs. Based on a nationwide survey of government documents reference service in Canada, This book examines the broad philosophical implications of negative attitudes to unobtrusive evaluation studies within libraries. It also discusses what really happens when librarians make referrals to external sources. It suggests overlooked ways that may help reference librarians deliver better reference services, and argues that such proposals as certification and re-certification of reference librarians need to be seriously considered if librarians do not willingly take personal responsibility for improving their own knowledge levels. Chapter 1 presents a brief philosophical discussion about some implications of unobtrusive reference service evaluation. Chapter 2 is an extensive discussion of the results of the unobtrusive evaluation of government documents reference service in Canada. Chapter 3 focuses on the proxies themselves and what they experienced at depository libraries as they asked their questions. Chapter 4 examines in detail responses to the questions asked by the proxies. Chapter 5 traces the often sinuous path of many of the referrals proxies received to their original questions. Chapter 6 looks at the value of reading newspapers for library reference personnel through another unobtrusive study of the quality of telephone reference service in large Canadian public libraries. Finally, Chapter 7 offers a series of recommendations for improving the quality of reference service in libraries. Presented throughout the text are 54 figures and tables. Includes author and subject indexes. (Contains 156 references.) (AEF)

ED 450 806   IR 058 076

Arizona Public Library Statistics, 1998-1999.
PUB DATE- 00
NOTE- 205p.; Funded by the Library Services and Technology Act. For 1996-1997 report, see ED 418 719.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Library Collections; Library Expenditures; Library Funding; Library Personnel; Library Services; *Library Statistics; *Public Libraries; State Surveys; *Statistical Data; Tables (Data)
IDENTIFIERS- *Arizona

The "Arizona Public Library Statistics, 1998-1999" is compiled from information supplied by the state's public libraries. The document is divided according to the following county groups: Apache, Cochise; Coconino, Gila; Graham, Greenlee, La Paz; Maricopa; Mohave, Navajo; Pima, Pinal; Santa Cruz, Yavapai; and Yuma. Within each of these sections, most or all of the what they have for free to anyone, including professors. Most offered papers with in-text citations or footnotes and bibliographies, at no extra charge. The Evil House of Cheat, for example, offers access to 9,500 essays covering over 40 categories for $9.95 a year. Some of the more disingenuous sites pretend to be research companies that send papers to students to use only as "reference" or as a "resource." Though it is difficult, if not impossible, to stop cheating and plagiarism completely, several successful strategies have been developed and tried over the years. A number of them are presented. One is to avoid giving open-ended or generic topic assignments. In addition, setting specific criteria and standards for the materials that must be in the paper might make plagiarism impractical if not nearly impossible. (JA)

ED 450 825 JC 010 199

American Association of Community Colleges 75th Annual Convention: Clinton Presidential Address. Videotape .
PUB DATE- 95
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; *Community Colleges; *Educational Finance; *Educational Legislation; *Government School Relationship; Role of Education; *Student Loan Programs; Two Year Colleges; Videotape Recordings
IDENTIFIERS- American Association of Community Colleges; *Clinton (Bill); Reich (Robert B); Riley (Richard W)

This 60 minute videotape is a live satellite presentation of the American Association of Community Colleges' 75th Annual Convention in 1995. Speeches by former Secretary of Labor, Robert Reich, and former Secretary of Education, Richard Riley, are followed by the presidential address to community colleges by former President Bill Clinton. He states that America is going forward and has the lowest combined rate of unemployment and inflation in 25 years. However, sixty percent of the people are living on the same or lower wages than they were making 10 years ago because of a combined effect of the global economy and the technology revolution, and the lack of government response to both. America's common mission must be focused on a relentless determination to see that every American lives up to his or her fullest capacity. There is a need to reduce the deficit but the Pell Grant program should be increased, not decreased. One bad approach to cutting the deficit is to start charging interests on student loans while students are still in school. The Direct Student Loan Program cuts the cost of college loans, cuts the bureaucratic paperwork, and gives students more options for repaying loans. This would help reduce the deficit without reducing education. (JA)

ED 450 826 JC 010 200

Community Colleges: Key to the Future. Videotape .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *College Programs; College Role; *Community Colleges; *Lifelong Learning; Two Year Colleges;

PUB DATE- 00
NOTE- 127p.; Produced with assistance from ZoAnn Laurente. Appendix A, Partnership for Excellence Goal Statement, is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Basic Skills; College Transfer Students; *Community Colleges; *Degrees (Academic); *Educational Improvement; Labor Force Development; *Organizational Objectives; *Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document addresses five main goals of the California Community Colleges, with projections into the academic year 2005-2006. Goal One (Transfer Rates) projects an increase of students transferring from California community colleges to University of California and California State Universities from 69,574 to 92,500. There is also an estimated increase from 106,951 to 135,935 for the number of students who are transfer-prepared. Goal Two (Degrees and Certificates Awarded) shows an increase from 80,799 awards to 110,500 awards. The estimation is broken down between associate degrees and certificates. Goal Three (Successful Course Completion) predicts an increase from 68.1% overall course completion to 70.6%, among transferable courses, vocational courses, and basic skills courses. Goal Four (Workforce Development) estimates a rise from 16,810 to 22,788 for the number of successfully completed apprenticeship courses, along with other increases in successfully completed advanced-level vocational courses; successfully completed introductory vocational courses; number of California businesses that will benefit from training through contract education; number of employees benefiting from contract education; and number of individuals receiving fee-based job training. Goal Five (Basic Skills Improvement) projects an increase from 108,566 to 150,754 for the number of students completing coursework at least one level above their prior basic skills enrollment. Information on legislation and funding, along with some specification is provided in the appendices. (CJW)

ED 450 847 JC 010 223

Gabriner, Robert
Student Transfers to Public and Private Colleges in California and Out-of-State.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Articulation (Education); Community Colleges; School Statistics; *Student Mobility; *Transfer Programs; *Transfer Rates (College); Transfer Students; Trend Analysis; Two Year College Students; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This document presents the preliminary study reporting transfer rates from the City College of San Francisco (CCSF) to both in-state and out-of-state community colleges and baccalaureate institutions. The data are based on a match between the social security numbers of community college students enrolled in

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Educational Objectives; Elementary Education; *Elementary School Curriculum; Elementary School Students; Foreign Countries; *Literacy; *National Standards; *Numeracy
IDENTIFIERS- Great Britain

This document details the National Literacy Strategy, a framework for primary school teachers in England helping their students master basic literacy skills in order to reach national literacy standards. This framework sets out teaching objectives from Reception to Year 6 to enable students to become fully literate. The framework is intended for daily reference by classroom teachers to ensure that they have appropriately high expectations for their students, understand how students will progress through primary school, and offer a balance between reading and writing and different kinds of texts. The framework is presented in three sections. Section 1 defines the components of literacy, details the structure of the framework, describes the teaching methods used to teach literacy during the "Literacy Hour," and discusses how medium- and short-term planning emerge from the framework. Section 2 delineates the teaching objectives for word level work (phonics, spelling, vocabulary), sentence level work (grammar, punctuation), and text level work (comprehension, composition) over each term during primary school. Section 3 is comprised of appendices containing planning sheets, a list of high frequency "sight recognition" words for Years Reception-2, a list of medium frequency words to be taught in Years 4 and 5, a summary of specific phonics and spelling work to be covered in Years Reception-2, a summary of the range of work for each term, a technical vocabulary list, and a glossary of terms used in the framework. (KB)

ED 450 868 PS 027 555

Scholte, Ron H. J.; Haselager, Gerbert J. T.; van Aken, Marcel A. G.; van Lieshout, Cornelis F. M.
Early Antecedents of Social Competence in Elementary School of Later Peer Reputation and Sociometric Status in Dutch Adolescents.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Elementary Education; Elementary School Students; Foreign Countries; *Interpersonal Competence; Longitudinal Studies; Males; Models; Peer Acceptance; *Peer Relationship; Predictor Variables; *Sociometric Techniques
IDENTIFIERS- Netherlands

Noting that a child's peer competence and sociometric status not only are important indices of the child's current social functioning, but may also predict adolescent adaptation, this study examined the antecedents in peer competence and sociometric status in early and late elementary school years of five peer reputation dimensions. These five dimensions of adolescent peer reputation were: (1) aggression-guide discusses the concept of kindergarten readiness as including the capacity of kindergarten classrooms and programs to support all 5-year-olds' development through learning. The guide contains an audit tool for examining five characteristics of kindergarten classrooms: (1) the classroom environment; (2) the classroom materials; (3) the curriculum and structure; (4) the teachers' knowledge and certification; and (5) the quality of the kindergarten experiences. This assessment tool delineates descriptors or conditions of DAP within each of the five areas and provides indicators to help in assessing how well a classroom or program is implementing DAP. Implementation is described in varying degrees: full, partial, or not implemented. Space on the checklist is included for additional information needed and action to be taken regarding each indicator. The guide contains 18 references and resources. The accompanying 38-minute videotape shows two condensed half-day kindergarten classrooms with the following components: opening activities, music/movement, whole group activities, center activities, transition time, interactive writing, journal writing, choice time, and dismissal. The videotape concludes with an in-depth clip illustrating the characteristics of DAP as related to each of the five characteristics of kindergarten classrooms. (KB)

ED 450 887   PS 029 228

Newton, Marion F., Ed.
Campus Child Care News, 1999.
PUB DATE- 99
NOTE- 46p.; Published 3 times a year. For 1998 issues, see ED 433 944.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Campuses; Children; Colleges; *Day Care; *Day Care Centers; Early Childhood Education; Federal Legislation; Financial Support; Newsletters; Organizations (Groups); Program Descriptions
IDENTIFIERS- *Campus Child Care; National Coalition for Campus Child Care Inc; Staffing Patterns

This document is comprised of the three 1999 issues of a newsletter disseminating information on the National Coalition for Campus Child Care (NCCCC) and providing a forum for news, research, and information concerning campus child care centers. The February issue features program and registration information for the 1999 NCCCC conference, describes NCCCC activities at the NAEYC conference, and describes CAMPUS child care grants obtained through the U.S. Department of Education. The June issue features articles on critical issues in child care staffing and presents registration information for the NCCCC meeting. The October issue features stories on program quality, the candidates for the NCCCC governing board, federal grants received by colleges and universities, building a substitute teacher's folder, new federal legislation regarding transport of preschoolers in passenger vans, and NCCCC presentations at the NAEYC conference. Regular features include the NCCCC president's column, profiles of individual campus child care centers, information on NCCCC activities, and job listings. (KB)

ED 450 888   PS 029 229

Ryan, Sheri Ann
The Value of Early Literacy and Parental Involvement.

2000 Edition.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 183p.; For 1999 edition, see ED 433 102.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; *Child Welfare; *Children; Comprehensive Programs; Early Childhood Education; Family Financial Resources; *Family Programs; Financial Support; Poverty; Program Descriptions; *School Readiness; Social Indicators; *State Programs; State Surveys; Statistical Surveys; Welfare Services; Well Being
IDENTIFIERS- Family Support; Indicators; State Policy; Welfare Reform; Welfare to Work Programs

This third biennial "Map and Track" examines state-level efforts to promote positive outcomes for young children, including efforts to enhance children's economic security, healthy growth and development, and school readiness. The report provides information about the following types of state-funded child development and family support efforts in each of the states and the District of Columbia: (1) state supported programs with a central focus on child development or family support; (2) states' efforts to prepare children for school and state kindergarten requirements; and (3) early childhood systems development. Analysis was based on information from the Current Population Survey. Chapter 1 of the report provides an overview of the framework and data collection methods. Chapter 2 provides the findings on state child development and family support efforts. Chapter 3 summarizes secondary source data on state efforts to promote family economic security. Chapter 4 reviews the major findings and provides suggestions for future state early childhood efforts. Following these chapters are individual state profiles for the 50 states and the District of Columbia, accompanied by a reader's guide that provides detailed information about the data, data sources, and dates of data collection. Three appendices include demographic summary tables, technical information on demographic statistics, and tables delineating staff efforts to promote family economic security. (KB)

ED 450 905 PS 029 247

Crane, Jonathan, Ed.
Social Programs That Work.
PUB DATE- 00
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Adolescents; At Risk Persons; Children; Drug Abuse; Intervention; Models; Outcomes of Education; Poverty; Prevention; Program Descriptions; *Program Effectiveness; *Program Improvement
IDENTIFIERS- Carolina Abecedarian Project NC; High Scope Model; *Program Characteristics; Welfare Reform; Welfare to Work Programs; Women Infants Children Supplemental Food Program

In recent years, social programs for the poor have lost the support of the American public. This book describes some of the very best programs and documents their benefits, demonstrating that we can, in fact, make substantial progress in the fight against educational failure, family dissolution, violent crime, substance abuse, unemployment, and poverty. Each program is

Oregon's children, focusing on the well-being of children under 8 years. This statistical portrait is based on indicators of child well being in four areas: (1) health, including immunizations, health insurance, and health risk factors; (2) family well-being, including divorce and child abuse or neglect; (3) child care and early education, including percent in paid child care arrangements, number of child care slots, and prekindergarten enrollment; and (4) community investments, including access to free public libraries, and percent of children screened in the Healthy Start program. The report's introductory section defines and discusses the indicators, providing statewide trend information. An additional 12 measures of child well-being are included in the profiles: (1) juvenile arrests; (2) teen pregnancy; (3) teen suicide attempts; (4) high school dropout; (5) eighth grade reading proficiency; (6) eighth grade mathematics proficiency; (7) child abuse and neglect; (8) crimes against persons; (9) child deaths; (10) low birthweight infants; (11) infant mortality; and (12) and child care supply. Data sources and notes complete the introductory section. The remainder of the report is comprised of statistical profiles for the state and individual counties. Overall, the report's findings indicate that 36 percent of children under age 13 are in paid child care arrangements for an average of 27 hours weekly. In 1997, an estimated 58 percent of Oregon kindergartners were ready to learn in all areas. In 1998, 7,613 divorces affected households with children. Sixteen percent of children were living in poverty. Over 80 percent of Oregon 2-year-olds were current on their immunizations in 1998. Eight percent of children under age 8 lacked health insurance. The Healthy Start programs screened 79 percent of first birth children in program counties in 1998-99. (KB)

ED 450 925 PS 029 267

Status of Oregon's Children: County Data Book 2000. Special Focus: Kids in the Middle.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 71p.; For 1999 Data Book, see PS 029 266.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Birth Weight; Child Abuse; Child Health; Child Neglect; *Children; *Counties; Delinquency; Dropout Rate; Early Parenthood; Infant Mortality; Middle School Students; Middle Schools; Mortality Rate; Poverty; *Preadolescents; *Social Indicators; Suicide; Tables (Data); Trend Analysis; *Well Being
IDENTIFIERS- Arrests; Child Mortality; Day Care Availability; *Indicators; *Oregon

This Kids Count data book examined trends in the well-being of Oregon's children, focusing on the well-being of preteens. This statistical portrait is based on 12 indicators of child well being: (1) juvenile arrests; (2) teen pregnancy; (3) suicide attempts for 10- to 17-year-olds; (4) high school dropout rate; (5) eighth grade reading proficiency; (6) eighth grade mathematics proficiency; (7) child abuse and neglect cases; (8) crimes against persons; (9) child deaths; (10) low birthweight infants; (11) infant mortality; and (12) child care supply. The report's introductory section discusses the preadolescent period as one of tremendous change marked by increased conflict at home, changing expectations at school and with peers, and

PUB DATE- 01
NOTE- 440p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; *Aggression; Behavior Patterns; Behavior Problems; *Bullying; *Children; *Coping; Elementary Education; Elementary School Students; Emotional Adjustment; Group Behavior; Peer Acceptance; *Peer Relationship; Prevention; Research Methodology; Secondary School Students; Social Behavior; Social Development; Student Behavior
IDENTIFIERS- Harassment; *Peer Harassment

Many children are targets of verbal and physical abuse or social ostracism at some point during their school careers, and a minority are repeatedly victimized by their peers. This volume brings together leading investigators to present the latest psychological research on chronically victimized children and adolescents. The book's introduction (Dan Olweus) offers a critical analysis of bullying or peer victimization and highlights some important issues. The book is then organized into four parts, covering conceptual and methodological issues, subtypes and age-related changes in peer harassment, correlates and consequences of peer harassment, and other harassment dynamics beyond the victim/bully dyad. The chapters are as follows: (1) "Variations in Peer Victimization: Relations to Children's Maladjustment" (Becky Kochenderfer Ladd and Gary Ladd); (2) "An Attributional Approach to Peer Victimization" (Sandra Graham and Jaana Juvonen); (3) "Determinants of Chronic Victimization by Peers: A Review and a New Model of Family Influence" (David Perry, Ernest Hodges, and Susan Egan); (4) "Self-Views versus Peer Perceptions of Victim Status among Early Adolescents" (Jaana Juvonen, Adrienne Nishina, and Sandra Graham); (5) "Sampling Instances of Victimization in Middle School: A Methodological Comparison" (Anthony Pellegrini); (6) "The Aggressive Victim of Bullying: Emotional and Behavioral Dysregulation as a Pathway to Victimization by Peers" (David Schwartz, Laura Proctor, and Deborah Chien); (7) "Early Diagnosis and Prevention of Victimization in Kindergarten" (Francoise Alsaker and Stefan Valkanover);(8) "Relational Victimization in Childhood and Adolescence: I Hurt You through the Grapevine" (Nicki Crick and others); (9) "Victimization among Teenage Girls: What Can Be Done about Indirect Harassment?" (Laurence Owens, Phillip Slee, and Rosalyn Shute); (10) "Developmental Context of Peer Harassment in Early Adolescence: The Role of Puberty and the Peer Group" (Wendy Craig, Debra Pepler, Jennifer Connolly, and Kathryn Henderson); (11) "Toward a Process View of Peer Rejection and Harassment" (Michel Boivin, Shelley Hymel, and Ernest Hodges); (12) "Rejection and Victimization by Peers: Social Perception and Social Behavior Mechanisms" (Beate Schuster); (13) "Health Consequences of Bullying and Its Prevention in Schools" (Ken Rigby); (14) "Characteristics of Victims of School Bullying: Development Changes in Coping Strategies and Skills" (Peter Smith, Shu Shu, and Kirsten Madsen); (15) "Groups, Individuals, and Victimization: A View of the Peer System" (William Bukowski and Lorrie Sippola); (16) "Subtypes of Peer Harassment and Their Correlates: A Social Dominance Perspective" (David Hawker and Michael Boulton); and (17) "Group View on Victimization: Empirical Findings and Their Implications" (Christina Salmivalli). Each chapter contains references. (HTH)

ED 450 943   PS 029 291

Reid, Pamela Trotman, Ed.

and services being delivered within the first year of serving families as they relate to recruitment, enrollment, child development, family development, staff development, community partnerships, and program management. Chapter 4 summarizes the challenges and highlights successes experienced by the new programs. The report concludes by noting that discussions of goals, strategies, and expected outcomes can be useful to developing programs and to researchers. The EHS programs participating in the early evaluation research can pave the way for later programs by sharing the lessons they have learned and by engaging in a partnership with researchers that will enhance the relevance and usefulness of the evaluation research. (Contains 21 references.) (KB)

ED 450 961 PS 029 314

Ohanian, Susan
Caught in the Middle: Nonstandard Kids and a Killing Curriculum.
PUB DATE- 01
NOTE- 195p.; Foreword by Deborah Meier.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Failure; Classroom Techniques; Early Adolescents; Educational Objectives; Grade 7; Grade 8; *High Risk Students; *Individual Differences; *Junior High School Students; Junior High Schools; Mainstreaming; Personal Narratives; *Relevance (Education); *Student Needs; Teacher Administrator Relationship; Teacher Expectations of Students; *Teacher Student Relationship; Teaching (Occupation)

This book argues that the overemphasis in school systems on all students meeting high academic standards is detrimental to meeting the needs of idiosyncratic students in unique life circumstances and with aberrant behavior. The book presents stories from one teacher's experience in teaching remedial reading to seventh and eighth graders in a junior high school in upstate New York. It introduces the reader to students who are not likely to succeed in a world with only one definition of success, creating heroic and touching portraits of young adolescents as they struggle with a standardized curriculum. Topics addressed through their portraits include the importance of education that is relevant to the lives of students, the importance of adaptability for seventh and eighth grade teachers, the mistakes teachers make in using with all students a technique that worked once with one student, the importance of knowing when and how to use various instructional methods, the practice of regularly exchanging notes with students as a way of maintaining a dialogue, teachers' struggles with bureaucracy in developing a writers' workshop for students and in other activities, dealing with students' fabrications, the importance of teachers confronting the ambiguity of not having clear landmarks of success and failure, the school district's failure to provide enough information to teachers about their students' needs, and problems in mainstreaming junior high students with disabilities. (KB)

ED 450 962 PS 029 315

Hamilton, Gayle
Do Mandatory Welfare-to-Work Programs Affect the Well-Being of Children? A Synthesis of Child Research Conducted as Part of the National Evaluation of Welfare-to-Work Strategies.
SPONS. AGENCY- Foundation for Child Development, New York, NY.;

year on member properties and an annual review. (Contains 15 references.) (TD)

ED 450 978   RC 022 782

Fell, Richard F.
Workplace Learning and Accredited Training: Benefits to Individuals and Their Clients.
PUB DATE- 98
NOTE- 9p.; In: Falk, Ian, Ed. Conference Proceedings of the International Symposium on Learning Communities, Regional Sustainability and the Learning Society (June 13-20, 1998). Launceston, Tasmania, Centre for Research and Learning in Regional Australia, p124-131.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Farmer Education; *Adult Learning; Educational Environment; *Experiential Learning; Foreign Countries; Higher Education; Inservice Education; *Professional Continuing Education; *Rural Extension; Theory Practice Relationship
IDENTIFIERS- Australia (Queensland)

The Rural Extension Centre at the University of Queensland (Australia) Gatton College provides accredited education and training for practicing rural extension professionals, from certificate to masters level, through a workplace-based program of adult learning projects and workshops. Action learning and the application of adult learning principles are used to successfully deliver the courses, according to two evaluations recently completed. Adult learning philosophy indicates that adults are self-directed to learn what is relevant to them and their needs. Participants are encouraged to use adult learning principles as a conscious learning method that they can model in their professional roles as teachers of adult farmers and rural community members. Action learning is applied in course design in three main phases: (1) as a micro-process during the sessions of the first residential for each subject; (2) as a macro-process during the workplace learning project; and (3) as a mega-process throughout the course. Evaluations have shown that respondents not only recognize the adult learning and action learning basis of the courses, but also have found these aspects the most useful in applying their learning in the workplace. The learning project is singled out as the way in which theory is applied in the workplace. The adult learning model used in these courses has a wider application in many other learning situations. (Contains 15 references.) (Author/TD)

ED 450 979   RC 022 783

Grace, Margaret
Using Communication and Information Technologies To Empower Women in Rural Communities.
PUB DATE- 98
NOTE- 10p.; In: Falk, Ian, Ed. Conference Proceedings of the International Symposium on Learning Communities, Regional Sustainability and the Learning Society (June 13-20, 1998). Launceston, Tasmania, Centre for Research and Learning in Regional Australia, p150-158.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Stenberg, Peter L.
Telecommunications in Rural Economic Development: Issues for Latinos and Other Communities. JSRI Occasional Paper No. 62. Latino Studies Series.
PUB DATE- 00
NOTE- 11p.; Paper presented at the "Latinos, the Internet, and the Telecommunications Revolution" conference (East Lansing, MI, April 27, 1999). Some charts may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Development; *Economically Disadvantaged; *Hispanic Americans; Internet; *Public Policy; *Rural Areas; Rural Development; Rural Urban Differences; *Telecommunications
IDENTIFIERS- Access to Technology; Electronic Commerce; *Telecommunications Infrastructure; *Universal Service (Telecommunications)

The revolution in telecommunications technology will be a driving force in the future economic growth of rural areas. Federal and state universal service policies requiring delivery of service to rural areas were major factors in how the telephone system evolved during the 20th century. In the 1990s, telephone penetration rates were similar for rural and urban areas but differed significantly across ethnic groups, income groups, and regions of the country. Between 1994 and 1997, the number of households with personal computers increased about 50 percent, and the growth in modems and email was much greater. However, Hispanics and Blacks lagged behind other groups in these areas. Installation of new telecommunications technology enabling quality data transmission, such as digital switching and fiber-optic cable, is demand-driven and occurs in richer and urban areas first. Since Internet use depends on quality data transmission and the growth of Internet commerce is expected to be a significant part of future economic growth, communities characterized by low income, such as those of Hispanics, other minorities, rural areas, and center cities, are disadvantaged in terms of future economic development. Universal service provisions would address this economic and social challenge, but there continues to be much debate on what universal service should constitute with regard to new telecommunications technology. (Contains 10 references.) (TD)

ED 450 997 RC 022 852

Bailey, Jon; Preston, Kim
Digging Deeper into Shallow Pockets. Special Report.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economically Disadvantaged; *Educational Equity (Finance); Elementary Secondary Education; *Finance Reform; Property Appraisal; *Property Taxes; *Public Policy; Rural Areas; Rural Farm Residents; School Community Relationship; *School Taxes
IDENTIFIERS- *Nebraska

A study examined educational property tax burdens in Nebraska counties, using data on property taxes levied, property values, and per capita income. The study found that the average school tax burdens for residents in the lowest third (by per capita income) of Nebraska counties, which were nearly all rural

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Economic Change; Economic Impact; Education Work Relationship; Educational Attainment; Feminization of Poverty; Hispanic Americans; Immigrants; *Minority Groups; *Occupational Mobility; Poverty; Racial Discrimination; Regional Characteristics; *Socioeconomic Status; Tables (Data); *Urban Areas; Urban Demography
IDENTIFIERS- *Globalization; Illinois (Chicago); Latinos; *United States (Midwest)

This paper traces the effects of economic restructuring through comparative socioeconomic profiles of African American and Latinos in the Midwest, with a focus on Chicago and Kansas City. Globalization has been associated with deindustrialization, relocation of jobs to developing countries with cheaper labor, and expansion of the service sector. A general decline in unionized blue-collar jobs and middle-class income has reduced upward mobility for all but a fortunate few. Cities identified as "world cities" such as Chicago exhibit a greater disparity between incomes of Whites and Latinos, Blacks, and other minority groups than smaller cities such as Kansas City. While minority residents and newcomers are most negatively affected by global restructuring, they are held responsible by the media and conservative politicians for high unemployment rates and increased poverty levels. Another global problem with local ramifications is the feminization of poverty. In the late 1980s there were twice the number of poor, female-headed households in the nation as in 1960. Socioeconomic profiles from the Midwest region and the Chicago area discredit certain popular myths. High unemployment, low income, and low labor force participation among Blacks cannot be correlated with low educational attainment. Citizenship status is not a determinant of income level. Asian Americans do not hold stronger socioeconomic positions than Whites. Comparisons between Chicago and Kansas City suggest a need for more research on "world cities" and medium-sized cities across regions. (Contains 85 references and 18 data tables.) (TD)

ED 451 015 RC 022 881

Collins, Timothy; Dewees, Sarah
Distance Education: Taking Classes to the Students.
SPONS. AGENCY- Economic Research Service (USDA), Washington, DC.; Farm Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 8p.; Also sponsored by the TVA Rural Studies Program at the University of Kentucky, and 29 Southern land grant institutions.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Distance Education; Educational Change; *Educational Cooperation; Geographic Isolation; Higher Education; Information Technology; *Internet; *Rural Areas; Rural Education; Shared Resources and Services; *Telecommunications
IDENTIFIERS- *Technology Utilization; Telecommunications Infrastructure; United States (South); Virtual Universities

Technological advances have equipped educational institutions with the capability to take classes to the student. Higher education institutions throughout the South are upgrading existing wide-area networks connecting buildings and campuses understanding of Earth science and develop thinking skills. Classroom use of images from space include student activities using image orientation and image analysis. The appendix contains images of the earth and figures of satellite orbit and positioning. (Contains 17 references.) (YDS)

ED 451 035   SE 064 503

Jones, Delores
Bright Ideas for Educators: Creative Projects by Recipients of FirstEnergy's Mathematics, Science and Technology Education Grants.
PUB DATE- 01
NOTE- 20p.; Produced by FirstEnergy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Energy Education; *Lesson Plans; Mathematics Education; *Science Activities; Science Instruction; Teaching Methods; Technology Education
IDENTIFIERS- Technology Implementation

This document presents some of the projects that were highly rated and recommended for funding by the FirstEnergy Educational Advisory Council. A panel of educators and school administrators evaluated and endorsed the educational resources made available to schools and community groups. Project titles; teacher, school, and contact information; the project's purpose; materials used; a brief description of the work; and the teacher's conclusions and recommendations for others who might duplicate the project are listed. Project titles include: (1) "The Kindergarten Illuminating Math-Exploration Project"; (2) "Geology in the Environment"; (3) "Simple Machines"; (4) "Super Science"; (5) "Math a la Cart"; (6) "Power Town"; (7) "GEMS--Girls Excited about Math and Science"; (8) "Junior Electricians"; (9) "An Alarming Electricity Project"; (10) "Starry, Starry Night"; (11) "Electricity--At What Cost?"; (12) "Energy Fair"; (13) "Circuit City"; (14) "Sources of Electricity"; and (15) "Building a Kite". (SAH)

ED 451 036   SE 064 548

Samaniego, A. Homero Flores; Barrera, Susana Victoria
Brousseau in Action: Didactical Situation for Learning How To Graph Functions.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Technology; *Functions (Mathematics); Graphing Calculators; *Graphs; High Schools; Higher Education; Mathematics Activities; Mathematics Instruction; Teaching Methods

A proposal for teaching how to graph functions is presented on the basis of the teaching theory of didactical situations implemented by the French author Guy Brousseau. The proposal is aimed at students in 12th grade in high school (USA) or in a freshman calculus course. The TI-92 graphic calculator was used as a teaching aid. (Author/ASK)

NOTE- 0p.; For other CD-ROMs in series, see SE 064 619-621.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- tual self-reports as there are no adjustments made for nonresponse. For the nonrespondents, partial
DESCRIPTORS- *Anatomy; Animals; Biology; *Classification; Elementary Secondary Education; *Multimedia Materials; Optical Data Disks; *Science Activities; *Science Instruction; Teaching Methods; World Wide Web
IDENTIFIERS- Earthworms

This CD-ROM is designed for classroom and individual use to teach and learn about annelids. Integrated animations, custom graphics, three-dimensional representations, photographs, and sound are featured for use in user-controlled activities. Interactive lessons are available to reinforce the subject material. Pre- and post-testing sections are also included as well as an online glossary and interactive help section. (SAH)

ED 451 061 SE 064 621

DNA: The Molecule of Life. A Multimedia CD-ROM. CD-ROM .
PUB DATE- 01
NOTE- 0p.; For other CD-ROMs in series, see SE 064 619-620.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- tual self-reports as there are no adjustments made for nonresponse. For the nonrespondents, partial
DESCRIPTORS- Chemistry; *DNA; Elementary Secondary Education; *Molecular Biology; Multimedia Materials; Optical Data Disks; *Science Activities; *Science Instruction; Teaching Methods; World Wide Web

This CD-ROM is designed for classroom and individual use to teach and learn about DNA. Integrated animations, custom graphics, three-dimensional representations, photographs, and sound are featured for use in user-controlled activities. Interactive lessons are available to reinforce the subject material. Pre- and post-testing sections are also included as well as an online glossary and interactive help section. (SAH)

ED 451 062 SE 064 622

Solid Waste Educational Resources and Activities: Let's Reduce, Reuse, and Recycle. CD-ROM .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- tual self-reports as there are no adjustments made for nonresponse. For the nonrespondents, partial
DESCRIPTORS- *Conservation Education; Curriculum Development; Elementary Secondary Education; *Environmental Education; Optical Data Disks; Publications; *Recycling; Resources; Science Activities; *Waste Disposal
IDENTIFIERS- *Environmental Protection Agency

This contains games, activities, publications, and resources for students and teachers on how to reduce, reuse, recycle, and properly manage waste. It also contains a screen saver featuring runners-up from the Earth Day 2000 art contest. Activities and games include titles such as "Planet Protectors," "Recycle City," "Trash and Climate Change," and "Which Bin Does It Go In"? Publications include "Characterization of Municipal Solid Waste," "Collecting Used Oil for Recycling/Reuse," "Consumer's Handbook for Reducing Solid Waste," "Conducting Environmentally Friendly Meetings," of the model. (BT)

ED 451 084   SO 032 017

Harris, Vivien
A Unique Pedagogical Project Contextualised within a Children's Art Exhibition.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual InSEA World Congress (30th, Brisbane, Australia, September 21-26, 1999). This project has been assisted by the Commonwealth Government through the Australia Council for the Arts, its art funding and advisory body. An extended version of this paper first appeared in "Contemporary Issues in Early Childhood," volume 1, number 2, 1999. Copyright: Triangle Press.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Art; *Creative Expression; Early Childhood Education; Educational Research; *Exhibits; Foreign Countries; *Learning Processes; Young Children
IDENTIFIERS- *Art Connection; Australia (Queensland); *Childrens Responses; Dialogic Communication; Learning Environment

This project explored the learning interchanges which took place between early childhood student teachers and young children, provoked by three-dimensional installations within a children's art exhibition. The exhibition, comprising both two- and three-dimensional artworks, contained over 280 artworks from 15 early childhood programs in the southwest region of Queensland. Children aged between 17 months and 6 years came to the gallery to see their own artworks and the artworks of other children. The project focused on the three-dimensional installations, which generated substantial dialogue and creative expression among the children and student teachers. The project encompassed four phases of investigation: (1) children's responses to and interactions with the three-dimensional artworks at the exhibition; (2) student teachers' exploration of symbolic representation within the context of the exhibition; (3) student teachers' extension of children's representations through a process of sharing their own symbolic representations with children; and (4) children/student teacher exchanges of creative works within their respective contexts. (Contains 15 references.) (BT)

ED 451 085   SO 032 029

McGregor, Rob
Creating Cultural Compositions.
PUB DATE- 00
NOTE- 6p.; Paper presented at the World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). Funded by the Australia Council for the Arts.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; Art Education; *Art Products; *Creative Expression; *Cultural Context; Workshops
IDENTIFIERS- Art Elements; Artifacts

Noting that those objects and images currently accepted in the world of fine art might not contain those things posterity will

PUB DATE- 00
NOTE- 6p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Techniques; *Critical Thinking; High Schools; Higher Education; Instructional Effectiveness; *Political Issues; *United States History; *Vietnam War
IDENTIFIERS- Historical Background; Teaching Perspectives

On May 6-7, 2000, the Foreign Policy Research Institute's (FPRI's) sixth History Institute convened with more than 40 high school and college history teachers to seek answers to the question: "How should we teach the history of the Vietnam War to our children today?" Not surprisingly, no simple answers were forthcoming. This conference report explains that from the complex portraits of diplomacy, Cold War grand strategy, and electoral politics emerged a larger picture of the war that provided teachers with new perspectives and numerous provocative techniques to help students discover the war for themselves. The report considers the lessons of Vietnam; the origins of the U.S. war in Vietnam; Lyndon Johnson's presidency; Richard Nixon, Henry Kissinger, and the Paris Accords; protest and two persistent myths about the war; and the diverse perceptions about the Vietnam War. It recommends that teachers expose students to competing perceptions of Vietnam and the war rather than presenting them with hard and fast conclusions. The report discusses the conference presentations and panel discussions. (BT)

ED 451 105   SO 032 620

Yu, Yanmin
Curriculum Project: Intercultural Communication. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Egypt and Israel).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; *Cultural Context; *Curriculum Development; *Global Approach; Higher Education; *Intercultural Communication; *Language Role; Speech Communication
IDENTIFIERS- Concept Acquisition

As the world becomes more global, communicating with people from other cultures becomes a necessity. The cultural mix challenges individuals to improve their knowledge and skills in intercultural communication. This course proposal describes a 3-credit course designed to introduce students to the basic concepts, theories, and practices of intercultural communication. Among the subject matters to be covered in the course are elements of cultural systems, values, and beliefs; social identification and group relations; influence of culture; language and culture; nonverbal communication and culture; intercultural negotiation; intercultural conflict resolution; and mass media and intercultural communication. The course will study and analyze cultures around the world, and intercultural communication will be studied at the levels of interpersonal communication, group communication, organizational communication, public communication, and mass communication. The course lists eight educational objectives. It profiles Israeli Jews as an example of a section of an

Teachers" ("What Can a Lawyer Add to the Classroom?"; "So You Have Been Asked to Speak to Kids about the Law"; "A Checklist for Lawyers and Judges in the Classroom"); "Lessons for K-5" ("Law in the Land of Play"; "3 Bears Mock Trial"; "Dorothy v. the Witch"; "Chocolate Drop Cookies"); "Lessons for 6-8" ("To Sue or Not to Sue, Is It Worth It?"; "A Visit from Your Local Police"; "Mock Trial for Middle School Students"); "Lessons for 9-12 and Adult" ("Teaching Law with Films"; "Why We Have and Need Laws"; "Choosing Judges"; "Family Affair"; "Child Abuse and Neglect"); "Activities for Senior Citizens"; and "Understanding the Law through Literature" (reading list). Each lesson contains directions for teachers, and some contain handouts. (BT)

ED 451 128   SO 032 670

McAlonan, Susan; Hotchkiss, Heather; Roark, Kelli; Kenney, Marianne; Jackson, Jennifer
Making Standards Work! Geography. A Teacher's Guide to Contextual Learning: Integrating Academic Content Standards with Career Development and Workplace Competencies.
PUB DATE- 00
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Competency Based Education; Elementary Secondary Education; *Geography; *Geography Instruction; Public Schools; Scoring Rubrics; *State Standards; *Student Development
IDENTIFIERS- *Colorado; *Contextual Learning

This activity guide, for Colorado teachers responsible for teaching geography to students in grades K-12, explains how to use the principles of contextual learning to integrate academic content standards with career development and workplace competencies. The introduction discusses the guide's purpose, the role of standards and assessments in the context of a changing workplace, the Colorado School-to-Career Partnership, and the guide's structure and content. Section 1 presents the Colorado General Workplace Competencies, which describe the skills and knowledge needed for school and career success and which are organized into the following categories: communication; organization; thinking; technology; and worker qualities. Section 2 offers guidelines for helping special populations of students meet academic content standards while participating in school-to-career opportunities. Section 3 features 18 integration matrices and 18 classroom activities for integrating geography standards with workplace competencies. One matrix and one activity are provided for each of six standards for grades K-4, 5-8, and 9-12. Section 4 presents a sample scoring rubric that is aligned with one of the integrated learning activities presented for grades 5-8. (BT)

ED 451 129   SO 032 688

Brophy, Jere; Alleman, Janet
Primary-Grade Students' Knowledge and Thinking about Communication as a Cultural Universal.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 271p.; For related studies on shelter, clothing, and food, see ED 437 311, ED 439 072, and SO 032 651.

Regardless of academic or socioeconomic standing, minority students tend not to be encouraged to enter the teaching profession by their own families, communities, and peers. The book's nine chapters examine: (1) "The Issues and the Research"; (2) "African American Teachers"; (3) "Latino Teachers"; (4) "Native American Teachers"; (5) "Asian American Teachers"; (6) "On Race-Matched Teaching"; (7) "Reforming Teacher Education"; (8) "Recommendations for Recruiting Students of Color Into the Profession"; and (9) "Interpretations." (Contains 214 references.) (SM)

ED 451 147 SP 039 814

Claycomb, Carla; Hawley, Willis D.
Recruiting and Retaining Effective Teachers for Urban Schools: Developing a Strategic Plan for Action.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teacher Induction; Career Choice; *Diversity (Faculty); Elementary Secondary Education; Higher Education; Labor Turnover; Preservice Teacher Education; Student Recruitment; Teacher Persistence; *Teacher Recruitment; Teacher Salaries; Teacher Selection; Teaching Conditions; *Teaching (Occupation); *Urban Schools

This analysis discusses ways to address the persistent challenge of ensuring that students who attend urban schools are taught by highly effective teachers. It presents a four-point strategic plan that includes: (1) increase the quantity and quality of people entering and returning to teaching in urban districts (precollegiate recruitment, higher education recruitment, and recruitment from alternative candidate pools); (2) shape the content of preparation programs to encourage teacher candidates to pursue and succeed where they are most needed (ensure that programs have a clear vision and provide in-depth knowledge, extensive experiences, consistency, and meaningful evaluation); (3) improve the recruitment and hiring process (improving the hiring process, providing financial incentives, improving teaching conditions, and offering differential pay); and (4) support teachers' professional growth once working in a district (teacher placement and high quality induction programs). The paper concludes by discussing: increasing and equalizing teacher salaries; facilitating the task of recruiting good teachers; the importance of state policies; tools for priority-setting; and setting priorities. An appendix presents a policy and program checklist for teacher recruitment and retention. (Contains 64 references.) (SM)

ED 451 148 SP 039 818

Logan, Barbara; Lambdin, Dolly; Ramirez, Teresita; Farr, Diane
Documenting and Verifying Best Practice in Elementary Physical Education.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Orlando, FL, March 21-25, 2000).

travel, safe and walkable routes to school, crime prevention, and health environments. The chapters include: "KidsWalk-to-School: A Guide to Promote Walking to School" (Is there a solution? Why is walking to school important? Is it just for children? What can be done?); "Meet Max" (a typical elementary schooler); "Checklist: Organize a KidsWalk-to-School Program in Your Neighborhood"; "Step by Step: How to Organize a KidsWalk-to-School Program in Your Neighborhood" (identify interest, organize, assess, plan, implement, evaluate, and consider the future); "Program Variations: Making KidsWalk-to-School Fit in Your Community" (biking/skating program, walking buddies, bus stop pickup, and crime and violence); "Having Fun: Ideas to Generate Children's Enthusiasm" (traffic cops, environmental inspectors, and theme days); "Working With the Media" (what makes news and giving interviews); "Working with Elected Officials"; "Promoting the KidsWalk-to-School Program Through Policies"; "Funding for KidsWalk-to-School Programs"; "Safety Tips" (walking, bicycling, school bus, and stranger danger safety); "Resources"; and "KidsWalk-to-School Tools" (introduction letter, surveys, parent consent forms, press release, and participant evaluation). (SM)

ED 451 167   SP 039 844

Anderson, Jeffrey B., Ed.; Swick, Kevin J., Ed.; Yff, Joost, Ed.
Service-Learning in Teacher Education: Enhancing the Growth of New Teachers, Their Students, and Communities.
SPONS. AGENCY- Corporation for National Service, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 357p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Case Studies; Child Development; Citizenship Education; College Faculty; College School Cooperation; College Students; Diversity (Student); Early Childhood Education; Educational Research; Elementary Secondary Education; Feminism; Graduate Study; Higher Education; Literacy Education; Methods Courses; Middle School Teachers; Multicultural Education; Partnerships in Education; *Preservice Teacher Education; Rural Schools; School Community Programs; Science Education; *Service Learning; Social Studies; Special Education Teachers; Student Evaluation; Student Participation; Student Teacher Attitudes; Student Teachers; Teaching Methods; Urban Schools
IDENTIFIERS- Caring

This book provides teacher educators, administrators, practicing teachers who work with preservice teachers, policymakers, and researchers with information on the conceptual, research, and application areas of service-learning in preservice teacher education. The collection of papers offers teacher educators' thoughts about ways to enhance the usefulness of service-learning in preservice teacher preparation. The book is grouped into five main parts. Part 1 deals with theories, standards, and principles of practice. Part 2 includes several research studies and reviews as well as a suggested framework for further research and development. Part 3 explicates 11 different approaches to implementing service-learning in teacher education in the form of case studies. Part 4 deals with administrative and organizational arrangements as well as issues surrounding the teaching of service-learning, diversity,

Higher Education; *Mentors; Partnerships in Education; Public Schools; Self Evaluation (Individuals); Teacher Persistence
IDENTIFIERS- North Dakota

This paper describes Project Launch, a beginning teacher induction program that combines individual mentoring with large group meetings that address participants' concerns. Planned by a committee of local teachers, administrators, and teacher educators, Project Launch has operated since 1996-97. Unique features include extensive interinstitutional collaboration associated with planning and delivery and incorporation of locally adopted standards to organize understandings of teaching. To participate, teachers must be starting their first full-time teaching contract. Principals assign mentors within the same building for each new teacher. Mentors commit to working with new teachers at least once a week. Activities are organized around action plans formulated in September. Four day-long sessions help build professional community, guide formation of goals, emphasize participants' roles as mentors and teachers, and provide resources. In May, participants share stories of growth directed toward action goals. Project evaluation suggests that effects on teacher retention become apparent as participants move into years 3-5 of teaching. Over the years, perceptions of areas of comfort and discomfort for new teachers have been very similar. Most teachers choose as one of their three action goals an item related to professional development (followed by relationships and learning environment). (Contains 16 references.) (SM)

ED 451 187   SP 039 870

Christensen, Rhonda; Griffin, Darlene; Knezek, Gerald
Measures of Teacher Stages of Technology Integration and Their Correlates with Student Achievement.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Information Technology; Teacher Attitudes
IDENTIFIERS- *Technology Integration; Texas

Two self-report measures of technology integration are introduced along with a formal model illustrating their utility as outcome measures for level of technology infusion in classroom environments. Findings from two Texas studies involving: (1) more than 500 teachers from a large metropolitan school district; and (2) technology expenditures from a random sample of 100 Texas school districts illustrate that: technology integration as measured by Stage of Adoption can be predicted with high accuracy based on secondary school teachers' self-reported will, skill, and access to technology tools; higher classroom technology integration as measured by Concerns-Based Adoption Model Level of Use is positively associated with higher average elementary school classroom scores in Iowa Test of Basic Skills Vocabulary, Reading, and Writing; and average school district Scholastic Aptitude Test scores can be reasonably well predicted based on knowledge of district level technology expenditures. The paper proposes that the Will, Skill, Tool Model of Technology Integration warrants further testing in additional large-scale studies. (Author/SM)

This document provides some examples of questions that might be asked about research design and analysis, or that might be used in test construction. The accompanying answers form a basic discussion of research design and analysis techniques. Short-answer constructed response answers are provided for questions about: (1) control in an experiment; (2) statistical conclusion validity; (3) internal and external validity; (4) analysis of variance (ANOVA); and (5) ANOVA with one dependent variable and three independent variables. An essay question is posed and answered for a scenario involving teacher evaluation. An example problem related to ANOVA is also presented. (SLD)

ED 451 207 TM 032 434

Ediger, Marlow
Assessment in the Science Curriculum.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; High Stakes Tests; Portfolio Assessment; Portfolios (Background Materials); *Science Curriculum; *Science Instruction; Sciences; Standardized Tests; Standards; *Student Evaluation

This paper discusses assessment in science in the context of current discussions of standards and high stakes testing. Setting standards is always challenging, and care is needed to make the standards for science achievement neither too high nor too low. States must be careful to establish standards that are clearly written and that have high validity in covering what has been taught. Attention must be paid to test construction and scoring so that teachers are able to use assessment results to improve instruction. Portfolio assessment has the potential to improve assessment in science. When portfolios are used, decisions about assessment are made inside the classroom, and the student's daily work becomes important for assessment decisions. Hands-on approaches are useful in science assessment. Criteria can be established to see how effective students are in using scientific methods to complete tasks and achieve objectives. (SLD)

ED 451 208 TM 032 435

Ediger, Marlow
Assessing Recent Theories of Student Learning.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Constructivism (Learning); Curriculum Development; Educational Objectives; *Educational Theories; Elementary Secondary Education; *Learning; State Standards; *Student Evaluation

Recent theories of student learning have changed how education is viewed by educators and the public. One current concern is assessing the objectives of instruction. To be successful, state mandated standards must represent what students should achieve. Constructivism, a currently popular theory, stresses helping students do well in school and emphasizes that teachers advancing a user-defined strategic goals document with general categories of Access, Integration, Skills, Simplicity, and Process. (Author/AEF)

ED 450 720 IR 020 601

Ritland, Marian; Moore, Sue Shelton
Using E-mail as an Official Means of Communication.
PUB DATE- 99
NOTE- 10p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Mediated Communication; Computer Networks; *Computer Uses in Education; Educational Development; *Electronic Mail; Higher Education; Nonprint Media
IDENTIFIERS- Technology Integration; University of Wisconsin Eau Claire

Nearly 90% of all University of Wisconsin-Eau Claire (UWEC) students and staff are regular users of e-mail. The University has taken advantage of this widespread use and replaced many paper distributions--payroll earnings statements, unofficial transcripts, degree audits, adviser grade reports, bills, et cetera--with distribution via e-mail. Internal reports that were formerly printed and distributed to departments via campus mail are now e-mailed as attachments. Instructors are notified via e-mail when a student withdraws from class, and advisers are notified when an advisee withdraws from the University, neither of which was practical until e-mail. This paper discusses the specifics of the system, how it is being accepted by staff and students, savings, and what precautions other organizations should take if they decide to pursue using e-mail for official communication. (Author/AEF)

ED 450 721 IR 020 602

Facemyer, Kevin C.; Peterson, Nils S.
Virtual Organizations, Virtual Mentoring, and At-Risk Youth: Implementation of a New Metacommunity.
PUB DATE- 99
NOTE- 15p.; With John Emerson, Claire Van Wingerden, and Tomikia Perkins. In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580. Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Oriented Programs; Education Work Relationship; High Risk Students; *High School Students; High Schools; Information Technology; Online Systems; Youth Opportunities; Youth Programs
IDENTIFIERS- Technology Integration

Forty high school students from different areas in the western United States collaborated on a year-long project designed to prepare youth for successful school-to-life transitions. The predominant mechanisms of interaction were e-mail, synchronous chats, and shared threaded writing posted in a virtual space

DESCRIPTORS- *Bibliographic Records; *Cataloging; International Organizations; *Library Associations; Standards
IDENTIFIERS- Association Role; *International Federation of Library Associations; *International Standard Bibliographic Description; International Standards

This document contains two papers. The first paper discusses the process and procedures for creating and revising the ISBD (International Standard Bibliographic Description), including historical background from 1969 to the present, a description of revision projects, and a chart that summarizes the history and current status of the full range of ISBDs to date. The second paper reviews activities of the IFLA (International Federation of Library Associations and Institutions) Section on Bibliography for 1999-2000. Highlights include the scope of the section, membership of the section and standing committee, officers and Information Coordinator, the action plan 2000-2001, and conference programs and workshops. (MES)

ED 450 742 IR 057 998

Gorman, G. E.; Calvert, Philip J.
Journal Quality in the Asian Region: Results of a Pilot Study for the IFLA Round Table of Library and Information Science Journals.
PUB DATE- 00
NOTE- 12p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Editors; *Evaluation Criteria; Foreign Countries; Information Science; Interviews; *Journal Articles; Library Science; Pilot Projects; *Scholarly Journals
IDENTIFIERS- Asia; *Library Journals

This paper reports on a pilot project in Asia sponsored by the IFLA (International Federation of Library Associations and Institutions) Round Table of Library and Information Science Journals that had the following objectives: to identify the most commonly accepted criteria for evaluating LIS (Library and Information Science) journals; to evaluate the success of LIS journals in meeting the criteria; to suggest critical success factors for improving the quality of LIS journals; and to assess the feasibility of an international project aimed at determining LIS journal quality and success factors. Twenty LIS journal editors in Australia, China, Japan, Malaysia, and the Philippines were interviewed. Quality of papers emerged as the key category, with a number of criteria used to determine this quality, including advancement of knowledge, new information or data, theoretical soundness, level of scholarship, acceptable research design, and appropriate methodology and analysis. In-depth analysis of sample copies of journals provided by the editors was performed, and the quality criteria were ranked by importance. It was found that, given the relative ease with which data were collected for the pilot study and the ready participation of most editors approached for input, a more substantial project would be possible with only low level funding. (Contains 11 references.) (MES)

ED 450 743 IR 057 999

von der Lieth, Mette; Clausen, Anita Otte
Current Trends in Developing a Contemporary Public Library

DESCRIPTORS- *Access to Information; Cooperative Programs; Foreign Countries; Library Cooperation; *Library Services; Models; Reading Difficulties; *User Needs (Information); Users (Information); *Visual Impairments
IDENTIFIERS- Alberta; Canada; *Partnerships in Library Services

This paper discusses the development and implementation of the VISUNET:CANADA Partners Program, an innovative, cooperative model of library service for blind and print disabled Canadians. The ultimate purpose of the model is to advance information equity for blind and print disabled individuals, wherever they live, by positioning the local library as the primary service point for access to information. It is a model based on cooperation and the integration of service to blind and print disabled individuals into the mainstream of library service. Topics addressed include: the role of the Canadian National Institute for the Blind (CNIB) Library; elements that help to make the partnership successful; the principles of the CNIB Library Advocacy Program; components of the VISUNET:CANADA program (i.e., a online catalog, a module that provides access to full-text Canadian newspapers and magazines, and a module providing access to electronic resources); key elements in the implementation of the partnership between CNIB and The Alberta Library (TAL); and what the partnership means. (Author/MES)

ED 450 765   IR 058 021

Savenije, Bas; Grygierczyk, Natalia
Libraries without Resources: Towards Personal Collections.
PUB DATE- 00
NOTE- 9p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Electronic Libraries; Futures (of Society); Information Retrieval; Information Technology; Library Collections; Library Development; *Library Role; *Library Services; *User Needs (Information)
IDENTIFIERS- *Electronic Resources; *License Agreements

The main function of the library of the future is to provide access to electronic sources stored elsewhere. In order to comply with the users' needs, therefore, flexible license scenarios are necessary. Another future function of the library will be to set up and maintain a personal alerting system and to assist users in organizing their own information, which should be integrated as much as possible in specific work processes of individual users. This means that the library of the future no longer provides a collection of information in the traditional sense of the term, but an access to that collection. The library's tools, facilities, and infrastructure enable users to create their own information systems: collections consisting of links to information sources relevant for their personal use. This paper begins with a section that discusses recent trends in library activities. The second section addresses access to electronic sources, including possibilities for providing access, workable variants for licenses for access to electronic information (i.e., free access, full licenses for well-defined user groups, and pay-per-view), and information retrieval and user interfaces. The third section describes services of the electronic library, including: search facilities; personal alerting system;

Roitbert, Nurit
The Influence of the Electronic Library on Library Management: A Technological University Library Experience.
PUB DATE- 00
NOTE- 9p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Centralization; Decentralization; *Electronic Libraries; Foreign Countries; Higher Education; *Information Technology; *Library Administration; Library Cooperation; *Library Development; Library Personnel; Library Role; Library Services; *Organizational Change
IDENTIFIERS- Technion Israel Institute of Technology; Technological Change

This paper discusses the reorganization of libraries in order to adopt new techniques and to incorporate the electronic library, focusing on the Technion-Israel Institute of Technology. The first section addresses manpower and the electronic library, including processing electronic journals, justification for the traditional library organization with a flexible and dynamic solution for the areas that are affected by constant change, and new responsibilities of staff at the Technion related to the electronic library. The second section considers the library as a leader, including status related to electronic information management, the importance of encouraging new initiatives, and the role of the Technion library in making videotaped courses available on the campus network. The third section covers centralization versus decentralization, including cooperation among libraries at the institutional level as a tool to achieve centralization, cooperation among departmental libraries at the Technion, and the use of Internet technology for bibliographic services at the Technion. The fourth section discusses technical support in the library, including the trend toward more independence of libraries in maintaining their networked information services and communication issues, especially between the library and the campus computer center. The last section describes future possible changes in library management and manpower organization. (MES)

ED 450 787 IR 058 043

Rusbridge, Chris; Royan, Bruce
Towards the Hybrid Library: Developments in UK Higher Education.
PUB DATE- 00
NOTE- 12p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; *Electronic Libraries; Foreign Countries; Higher Education; *Information Services; Information Systems; *Library Development; Models; User Needs (Information); World Wide Web
IDENTIFIERS- *Electronic Resources; United Kingdom

following statistical tables ("Parts") are provided: (1) General Information; (2) Library Staff (FTE); (3) Volunteers; (4) Library Operating Income (By Source); (5) Library Operating Expenditures; (6) Library Collection in Physical Units; (7) Library Services Per Annum; (8) Children's Services; and (9) Selected Measures. Grand Totals for All Counties (Parts 1 through 9) are provided in a separate section. In the final section, a copy of the Arizona Public Library Data Report form is provided, followed by tables showing 1997 HHS Poverty Guidelines and 1990 Census Estimates: County Income and Poverty Percent Below the Poverty Level. (AEF)

ED 450 807 IR 058 077

Ireland, LaVerne H.
The Impact of School Library Services on Student Academic Achievement: An Annotated Bibliography. Fifth Edition.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Learning Resources Centers; Librarian Teacher Cooperation; Librarians; Library Instruction; Library Role; Library Services; Partnerships in Education; *School Libraries

This fifth edition of the annotated bibliography covers research on the influences of school library services on student learning in works published from 1953 through 2000. Included with the bibliography are the short introductions to the second, third, and fourth editions; there is no introduction to the fifth edition. A total of 129 sources is divided into three sections: Primary Sources (59); Secondary Sources (26); and Other References of Interest (44). Topics include measuring the impact of a library learning center; library outreach for disadvantaged students; library classroom cooperation; library role in students' academic achievement; students and faculty media center use; access to an academic online catalog at the high school; teacher's role in library service; library skills needed by office personnel; perceived value of libraries; transferability of library research skills from high school to college; students' attitudes toward the library media program; the teacher-librarian team; credentialed school librarians; comparative analysis of schools with and without a central library; library instruction; and library funding. (AEF)

ED 450 808 IR 058 079

Barrett, Jaia, Ed.; Wetzel, Karen A., Ed.
Preservation of Digital Information. Proceedings of the Membership Meeting of the Association of Research Libraries (131st, Washington, DC, October 15-17, 1997).
PUB DATE- 01
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Archives; *Electronic Text; Information Management; Information Storage; Information Technology; *Library Associations; *Library Materials; Library Technical Processes; *Preservation; Reference Materials; Research Libraries

The 131st meeting of the Association of Research Libraries (ARL) focused on preservation of digital information. The ARL Preservation Committee convened three panels of experts to

Videotape Recordings

This short 9-minute public relations videotape addresses the important role of community colleges in lifelong learning. For so many Americans, the key to their own future is "just around the corner" at their community college. When people choose a college, one out of every two decides on a community, junior, or technical college right in their own neighborhood or within a short drive. Community colleges train millions of Americans for the jobs they need and want. Research shows that community college graduates who pursue bachelor's degrees do as well as those who start at four-year schools with regard to lifelong learning, occupational status, job stability, employment rate, and job satisfaction. The video asserts that students learn better in small classes, with individual attention and teachers who are dedicated to teaching. Community colleges are affordable, close to home, and offer counseling to help students find the right classes. For those who need advanced degrees, two years at a community college can be a good way to start. (JA)

ED 450 827 JC 010 201

Solving the Transfer Puzzle: What Issues Affect Minority Transfer Students? Videotape .
PUB DATE- 95
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Transfer Students; *Community Colleges; Degrees (Academic); Higher Education; *Minority Groups; Transfer Programs; *Transfer Rates (College); Videotape Recordings

This 90-minute videotape presents a panel discussion of postsecondary leaders on issues pertaining to minority transfer students. Studies have found that the provision of the first two years of a bachelor's degree is one of the primary functions of community colleges. However, transfer success does not always come smoothly for minority students. Out of all minority freshmen entering higher education, 47 percent are enrolled in community colleges. Studies have found that, of the students entering in-state public universities, about 12 percent of black and Hispanic students have transferred, while about 23 percent of white and Asian students achieved the same goal. Researchers have found that the percentage of transfer students persisting until getting their bachelor's degrees was about the same as students who started at a four-year institution, 69 percent. Many factors account for the difference in the transfer success rate between minority students and majority students. The university environment may be more supportive of majority students than minority students. More minority students may need to work long hours, which may interfere with school. Maybe they lack self-advocacy to push themselves. Feelings of alienation by black students at majority campuses and lowered expectation by faculty could also affect minority transfer students. (JA)

ED 450 828 JC 010 202

Nowak, Jeffrey M.
Panorama 2000: Student Enrollment Report.
PUB DATE- 00
NOTE- 244p.; Produced by Palm Beach Community College, Office of

California community colleges with the social security numbers in the National Student Loan Clearinghouse database. The study tracked all first-time students at CCSF by cohort according to their year of enrollment at the college. The following findings were reported: 29 percent of the 1993 cohort transferred to baccalaureate institutions, but this figure decreased to 27 percent for the 1994 cohort, and to 20 percent for the 1995 cohort. The study states that the decline in transfer percentage may be due to the shorter amount of tracking time for the later cohorts. During the period of spring 1994 to spring 1999, 307 students transferred to out-of-state baccalaureate institutions, while 5,058 students transferred to CSU, 1,161 to the University of California and 436 to independent institutions. From the 1993, 1994, and 1995 cohorts, a significant number of students transferred to another community college, including 1,800 students transferring to other community colleges, and 144 transferring to out-of-state community colleges. (KS)

ED 450 848 JC 010 224

Fifty Percent Law: Background Paper.
PUB DATE- 00
NOTE- 11p.; Appended pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Faculty; *Community Colleges; *Educational Legislation; Financial Policy; *State Legislation; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This paper provides background information about a statute that affects the fiscal operation of California community colleges. The Fifty Percent Law (Education Code 84362) requires "there shall be expended each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district's current expense of education." This paper is intended to inform discussions of a taskforce by providing historical background, information on the wide variety of factors which affect local district decisions in competing fiscal requirements, and context for discussions about the appropriateness of the Fifty Percent Law. The October 2000 State Auditor's report identified specific categories of expenditures that it believes have been misclassified or mischaracterized by the local districts and the Chancellor's State Accounting Manual. The most significant area of dispute is the inclusion of salaries of instructors who are released from all or a portion of their direct teaching duties to provide other services related to the district's instructional program. Community college board and district personnel have a wide variety of issues, which must be addressed in determining the appropriate expenditure of state revenues. Among the most important is that of meeting minimum conditions--programmatic requirements that a district must meet as a condition of receiving state funds. (JA)

ED 450 849 JC 010 228

Hom, Willard
A Statistical Analysis To Define the "Low-Transfer" California Community College.
PUB DATE- 00
NOTE- 9p.

inattentiveness; (2) achievement-withdrawal; (3) self-confidence; (4) sociability; and (5) emotionality-nervousness. Participating were 168 adolescent boys in The Netherlands. Two measurement waves took place in consecutive years at the beginning of elementary school, the third wave at the end of elementary school, and wave 4 when all subjects were in secondary school. Peer competence and attraction measures related to antisocial behavior, prosocial behavior, and anxious withdrawal. The findings indicated that antisocial behavior was relatively stable across the elementary school years and seemed indicative for increasing maladjustment during adolescence. Maladjustment was reflected in aggressive and disturbing behavior, as well as low orientation on academic performance and peer rejection. Anxious withdrawal was also relatively stable during elementary school. This behavior did not generalize to other domains of functioning, but the emotional and social aspects of anxiety-withdrawal diverged in adolescence. Peer rejection at the end of elementary school contributed to emotional instability in adolescence. Prosocial behavior in elementary school did not have any predictive validity for later prosocial or antisocial behavior during adolescence. (KB)

ED 450 869 PS 028 472

Valentine, Marianne
The Reggio Emilia Approach to Early Years Education. Early Education Support Series.
PUB DATE- 99
NOTE- 37p.; For related guides, see PS 028 473 and PS 029 234-243.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Constructivism (Learning); Educational Environment; Educational Philosophy; *Educational Practices; Foreign Countries; Parent School Relationship; Preschool Children; *Preschool Curriculum; *Preschool Education; Program Descriptions; *Reggio Emilia Approach; School Community Relationship; Student Centered Curriculum; Teacher Role; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Program Characteristics; Scotland; Social Constructivism

Noting that the approach to early childhood education from the northern Italian town of Reggio Emilia has become renowned worldwide, this report explains the approach and explores the possible translation or adaptation of aspects of this pedagogical approach to Scotland. Following an introduction, the report is presented in three parts. Part 1 provides information on the organization of the system of preschools and infant-toddler centers in Reggio Emilia and compares it to the British system. Part 2 describes the Reggio Emilia approach, focusing on the image of the child; the role of expressive arts in preschool; "progettazione" (loosely, the relationship between teacher and child), including the teacher's role in documenting learning; community and parent-school relationships; the educational environment; and teachers as learners. Part 3 discusses how the Scottish early years education system might adapt parts of the Reggio Emilia approach for its use. This part begins with reflections on current practice in Scotland and then discusses how the following issues integral to the Reggio approach are of particular interest to the Scottish system: physical features of the school environment, the use of time, collaboration,

PUB DATE- 00
NOTE- 89p.; M.A. Thesis, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Early Childhood Education; *Emergent Literacy; Family Environment; Family Involvement; Literature Reviews; *Parent Participation; Parent Role; *Parents; *Parents as Teachers; Reading Attitudes; Religious Factors; Young Children

Because early literacy development occurs through social processes, parents need to be involved in the beginning stages of their children's reading. This thesis details the need for early literacy experiences and provides evidence that reading success begins at home. The thesis distinguishes illiteracy and aliteracy, defines literacy, discusses its importance for successful living, and argues that literacy as taught in school overemphasizes drill and practice at the expense of interesting and valuable literature. In addition, the thesis discusses the interrelationship of literacy skills, describes the components of reading success and the importance of positive reading attitudes, and discusses influences on reading success. The development of early literacy skills is examined, focusing on children's ability to learn, the importance of reading to infants, and linking interests with literacy. Parents' role in children's emerging literacy is highlighted, noting the importance of parental attitudes toward reading and the influence of parental modeling. Other topics discussed in this literature review include selection of age appropriate books, second language learners and literacy, media and technology, and a Christian perspective to early literacy. The thesis concludes by asserting that the home is the single most significant reading environment for children and that it is imperative that parents expose children to quality literature at an early age. Five appendices include descriptions of family literacy activities, handouts for parents, and lists of recommended books. Contains 32 references. (KB)

ED 450 889 PS 029 231

Osier, Jan L.; Fox, Harold P.
Settle Conflicts Right Now! A Step-by-Step Guide for K-6 Classrooms.
PUB DATE- 01
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Class Activities; *Classroom Techniques; *Conflict Resolution; Elementary Education; *Elementary School Students; Learning Activities; Learning Centers (Classroom); Problem Solving; Teacher Student Relationship

Noting that elementary school students can learn to resolve basic everyday conflicts without resorting to verbal or physical aggression, this empathy-based program provides a foundation for resolving problems without the intervention of mediators or adults and for providing written documentation of the solution for parents, administrators, and teachers. The program is designed to be introduced to a class in three to four 30-minute lessons. Children learn to write or draw why they are upset, exchange papers and learn why the other person is upset, write presented and examined with care and clarity, having passed a candid, rigorous, and often skeptical search. Following an introductory chapter, each of the book's chapters presents a description and formal evaluation of a single program. The programs offer at least one of the following: extraordinarily large benefits per dollar of cost; unusually convincing evidence that the program delivers substantial benefits, regardless of cost; convincing evidence of long-term effects; evidence of cost-effectiveness on a national scale; and new hope of making progress to solve seemingly intractable social problems. The chapters are as follows: (1) "Building on Success" (introduction) (Jonathan Crane); (2) "Success for All: Achievement Outcomes of a Schoolwide Reform Model" (Robert E. Slavin, Nancy A. Madden, Lawrence J. Dolan, Barbara A. Wasik, Steven M. Ross, Lana J. Smith, and Marcella Dianda); (3) "Reading One-to-One: An Intensive Program Serving a Great Many Students While Still Achieving Large Effects" (George Farkas); (4) "The Chicago Child-Parent Center and Expansion Program: A Study of Extended Early Childhood Intervention" (Arthur J. Reynolds); (5) "High/Scope Perry Preschool Program Effects at Age Twenty-Seven" (Lawrence J. Schweinhart and David P. Weikart); (6) "Enhancing the Life Course for High-Risk Children: Results from the Abecedarian Project" (Craig T. Ramey, Frances A. Campbell, and Clancy Blair); (7) "The Special Supplemental Nutrition Program for Women, Infants, and Children" (Barbara Devaney); (8) "Preventing Adolescent Substance Abuse: Lessons from the Project ALERT Program" (Phyllis L. Ellickson); (9) "Preventing Adolescent Drug Abuse through Life Skills Training: Theory, Methods, and Effectiveness" (Gilbert J. Botvin); (10) "Models of Community Treatment for Serious Juvenile Offenders" (Patricia Chamberlain and Kevin Moore); and (11) "Are Welfare Employment Programs Effective?" (Lawrence M. Mead). Each chapter contains references. (HTH)

ED 450 906   PS 029 248

Kroenke, Lillian DeVault, Ed.
Infants and Toddlers, 2000-2001.
PUB DATE- 00
NOTE- 90p.; Published quarterly. For 1999-2000 issues, see ED 438 956.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Brain; Cultural Enrichment; Infant Behavior; Infant Care; *Infants; *Montessori Method; Organizations (Groups); Periodicals; Residential Care; Residential Institutions; Residential Programs; *Toddlers
IDENTIFIERS- *Brain Development; Montessori (Maria); *Montessori Preschools; Orphanages; Resources for Infant Educarers

This document is comprised of the four 2000-2001 issues of a quarterly journal for teachers and parents of children in Montessori infant and toddler programs. The Spring 2000 issue presents articles on introducing cultural subjects to toddlers and on the influence of early experience on brain development. The Summer 2000 issue includes an article on developing an infant all-day community and Part 1 of an article on the Resources for Infant Educarers (RIE) organization, incorporating the philosophies of Magda Gerber and Emmi Pikler regarding residential nurseries. The Fall 2000 issue contains Part 2 of the RIE article and an article on introducing parents to Montessori theory and educational practices. The Winter 2001 issue focuses on how brain research validates the theories of greater exploration of the wider world. The section discusses the roots of adolescent problem behavior, focusing on violence in children's lives, substance abuse, mental health, and educational success. Proven strategies in each area are highlighted. The remainder of the report presents indicator data for the state and for each county. County data tables compare the current measure for each indicator to its 5-year average and with the state level. Overall, the report's findings indicate that 40 percent of Oregon middle school students reported being in a physical fight in the past year, 3 percent reported carrying a weapon to school in the past month, and 6 percent reported attempting suicide in the past month. Twenty-six percent of eighth graders reported drinking alcohol in the past month, 1 percent dropped out of school in the 1998-99 school year, and between 20 and 25 percent fewer students met state reading or mathematics standards in Grade 8 than in Grade 3. The report concludes with data notes, data sources, and definitions. (KB)

ED 450 926   PS 029 268

Shepard, Lorrie A.; Taylor, Grace A.; Kagan, Sharon L.
Trends in Early Childhood Assessment Policies and Practices.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; *Early Childhood Education; *Educational Change; *Educational Policy; *Educational Practices; Elementary School Students; Evaluation Methods; Grade Repetition; National Surveys; Preschool Children; School Readiness; Screening Tests; Standardized Tests; State Surveys; *Student Evaluation; Trend Analysis

This study documented current early childhood assessment policies and practices, focusing on changes since the 1988 nationwide survey and on changes occurring in response to Goal 1 of the National Education Goals, performance assessments, and integrated services for young children. Data were collected through telephone surveys and in-depth interviews with the state-level early childhood or elementary coordinator or testing director, as well as Part H and IDEA coordinators, Title I coordinators, Head Start directors, and the Goals 1 contact person. Documentary evidence of policies or legislative mandates was also obtained. The findings, in descending order of prevalence, follow: (1) most states have made an effort to move away from readiness testing and kindergarten retention, and there is a perceived reduction though not elimination of these practices; (2) almost all state-mandated standardized testing for school accountability has been eliminated for children below grade 3; (3) some states and local districts are moving to new assessment forms in the early grades that are more supportive of instruction; (4) misuse of screening instruments for instructional purposes has decreased since 1988; (5) professional training is needed to understand and use new assessment forms; (6) preschool testing is largely driven by mandates for categorical programs; (7) a few states are collecting data to report on progress toward Goal 1; (8) parent involvement was an issue both for identifying children with special needs and because of parent demands for standardized testing; and (9) lack of collaboration and coordination among agencies serving young children continues to be a problem.

Society for Research in Child Development Newsletter, 2000.
PUB DATE- 00
NOTE- 58p.; For 1998 issues, see ED 427 849. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Development; *Developmental Psychology; *Disabilities; Incidence; Information Dissemination; Newsletters; Organizations (Groups); Private Financial Support; Program Descriptions; *Public Policy; Researchers; Volunteers
IDENTIFIERS- Foundation for Child Development; *Society for Research in Child Development

This document consists of the four 2000 issues of a newsletter disseminating information on the Society for Research in Child Development (SRCD) and providing a forum for important news, research, and information concerning advancements in child growth and development research. Each issue of the newsletter provides announcements and notices of conferences, workshops, position openings, fellowships, and member obituaries. The first 2000 issue includes the following articles: (1) "Focus on: The Merrill-Palmer Institute"; (2) "Report from the Committee on Child Development, Public Policy, and Public Information"; (3) "Issues of Interest from the Internet"; (4) "Notes from the Executive Office"; and (5) "Report from Washington." The second 2000 issue of the newsletter includes the following articles: (1) "The Hidden Disabled among Us"; (2) "Behavioral Science at the National Institute of Mental Health. Report from Washington"; and (3) "Committee Reports." The third 2000 issue includes the following articles: (1) "Focus on the Foundation for Child Development: Q and A with the Director"; and (2) "The National Science Foundation's Child Learning and Development Program. The Report from Washington." The fourth 2000 issue includes the following articles: (1) "Focus on SRCD Office for Policy and Communications"; (2) "Committee Reports"; (3) "'What Goes Around Comes Around': Volunteering for Professional and Personal Development"; and (4) "2001 Biennial Meeting." (KB)

ED 450 944 PS 029 292

King, Rebecca; McMaster, Jennifer
Pathways: A Primer for Family Literacy, Program Design and Development.
PUB DATE- 00
NOTE- 154p.; "This publication made possible in part by the Humana Foundation."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Early Childhood Education; *Family Literacy; *Family Programs; Family (Sociological Unit); *Needs Assessment; *Parent Education; Partnerships in Education; Program Administration; *Program Design; *Program Development; Program Evaluation; Program Implementation; Young Children
IDENTIFIERS- National Center for Family Literacy

Noting that family literacy can work effectively to break the cycle of undereducation, this book examines the history of the national family literacy movement, discusses the role of the National Center for Family Literacy (NCFL), and presents guidelines for designing and developing a family literacy

Grant (W.T.) Foundation, New York, NY.

PUB DATE- 00

NOTE- 75p.; Prepared with Stephen Freedman and Sharon M. McGroder. The Riverside California evaluation is funded by the California Department of Social Services, California State Job Training Coordinating Council, the California Department of Education, and the Ford Foundation.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Child Behavior; Child Health; Child Welfare; *Children; Cognitive Development; Comparative Analysis; Emotional Adjustment; Employed Parents; Program Evaluation; *Welfare Recipients; *Well Being

IDENTIFIERS- Welfare Reform; *Welfare to Work Programs

As policymakers have sought to balance the goal of fostering poor children's well-being with that of encouraging adult's self-sufficiency, public assistance has become more predicated on custodial parents' involvement in work or mandatory welfare-to-work programs activities. This report examines the effects of welfare-to-work programs on the children of the adults mandated to participate. The report synthesizes the findings from two recently completed reports from the National Evaluation of Welfare-to-Work Strategies (NEWWS Evaluation), the 2-year effects of 11 welfare-to-work programs that operated in 7 sites in the early to mid 1990s. Section 1 of the report summarizes the findings. Section 2 presents a conceptual model of how mandatory welfare-to-work programs might affect children. Section 3 describes aspects of child well-being examined in the NEWWS evaluation. Section 4 discusses characteristics of the adults and children in the evaluation samples. Sections 5, 6, and 7 summarize program implementation and program effects on targeted and nontargeted outcomes, highlighting any situations where effects were different for mothers in a special Child Outcomes Study sample focusing on young children, compared to mothers with children of all ages. Section 8 presents effects on children. The report notes that, overall, effects on children were consistently favorable in the cognitive development area, consistently unfavorable in the health area, and both favorable and unfavorable in the behavioral and emotional adjustment area. Child effects were not systematically different for mothers subject to employment-focused programs than for those subject to education-focused programs. Few child effects were found for subgroups of young children identified as at high or low risk for poor development. The report concludes by asserting that mandatory welfare-to-work programs, with no services provided directly to children, can have spillover effects on children's well-being. The report's four appendices include definitions of the child outcome measures and a comparison of national samples of children and control group children. Contains 19 references. (KB)

ED 450 963 PS 029 316

Zaslow, Martha J.; McGroder, Sharon M.; Moore, Kristin A.

Impacts on Young Children and Their Families Two Years after Enrollment: Findings from the Child Outcomes Study. Summary Report. National Evaluation of Welfare-to-Work Strategies.

SPONS. AGENCY- Foundation for Child Development, New York, NY.; Grant (W.T.) Foundation, New York, NY.

PUB DATE- 00

NOTE- 68p.; The Riverside, California, evaluation is funded by the California Department of Social Services, California State

DESCRIPTORS- Access to Information; *Community Development; Distance Education; *Electronic Mail; Empowerment; Foreign Countries; *Geographic Isolation; Holistic Approach; Informal Education; Information Technology; Rural Areas; *Rural Women; *Social Networks; Social Support Groups
IDENTIFIERS- *Access to Technology; Australia (Queensland); *Sense of Community; Technology Role; Technology Utilization

Research aimed to enhance rural women's access to communication and information technologies and to assess the impact of their technology use on their participation in small business development and community development. Over 200 women throughout Queensland (Australia) were involved. A trial electronic mailing list linking rural women to urban women and women in other countries quickly expanded into a vibrant online community because it addressed the social isolation of women in rural and remote situations. Gender was a significant factor in the development of this online community due to women's use of communication for kinship, friendship, and community maintenance as well as stress management. The development of networks between women in government, industry, academic contexts, and rural communities empowered participants and enhanced community development processes. Gender was a factor here as well, due to women's holistic perspectives on community development and to the high value women place on connectivity, which resulted in contentious issues being introduced with care and respect. Because of their diverse social and productive roles in rural communities and by virtue of their communication skills, women are emerging as innovators and managers of change. It is therefore important that they have access to new technologies and appropriate training. This research revealed the need for the integration of social infrastructure with economic concerns in community development. (Contains 18 references.) (TD)

ED 450 980   RC 022 787

Stokes, Helen; Wyn, Johanna
Community Strategies: Addressing the Challenges for Young People Living in Rural Australia.
PUB DATE- 98
NOTE- 12p.; In: Falk, Ian, Ed. Conference Proceedings of the International Symposium on Learning Communities, Regional Sustainability and the Learning Society (June 13-20, 1998). Launceston, Tasmania, Centre for Research and Learning in Regional Australia, p311-321.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Agency Cooperation; *Change Strategies; *Community Needs; Community Services; Foreign Countries; Gender Issues; Geographic Isolation; Quality of Life; Rural Environment; *Rural Youth; Social Isolation; Social Stratification; Suicide; *Youth Problems
IDENTIFIERS- Aboriginal Australians; Access to Services; *Australia

Young people growing up in rural and isolated areas of Australia face particular challenges because structural change to the rural economy has dramatically affected their communities. Structural challenges include limited transportation, health and community services that are difficult to access and not confidential, scarcity of affordable housing, lack of postcompulsory educational opportunities, and few job opportunities. Social and cultural challenges include gender farmers and ranchers, were 88 percent higher than property tax burdens for residents in the top third counties. Recent efforts by the Nebraska Legislature at property tax relief have not related the relief to a household's property tax obligation relative to its income, thus delivering much less relief to those who are truly overburdened by property taxes. Other states have enacted "circuit breaker" statutes that allow income tax credits or property tax rebates when property taxes reach a certain percentage of household income. Recommendations for applying such legislation in Nebraska include providing a strong definition of "income" to prevent the sheltering of income, applying the circuit breaker to both agricultural and residential property, and applying it only to owners/operators of property. It is also recommended that the state's school funding formula incorporate the local capacity of a school system's property owners to pay the taxes and not base funding solely on the taxable property wealth of the system. Three appendices present nine fiscal parameters for each county, groupings of counties by per capita income, property taxes levied by government subdivisions, and sources of school funding in Nebraska. (TD)

ED 450 998   RC 022 854

Ruiz, Vicki L., Ed.
Las obreras: Chicana Politics of Work and Family. Aztlan Anthology Series, Volume 1.
PUB DATE- 00
NOTE- 316p.; Eleven of the 15 essays first appeared in "Aztlan: A Journal of Chicano Studies," v20 n1-2 (1993).
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Activism; Anthologies; *Community Action; Consciousness Raising; Educational Discrimination; *Employed Women; Empowerment; Ethnic Bias; Family Life; *Family Work Relationship; Feminism; *Gender Issues; *Mexican Americans; Migrant Workers; Politics; Sex Bias; Sex Role; Social History; Unions
IDENTIFIERS- *Chicanas; Chicano Movement; Chicano Studies; Womens History

In this anthology, Chicana voices of the past and present illuminate the experiences of Mexican American women as they strive to integrate wage work, family life, and community engagement. Sections cover confrontations with the state through community action, court litigation, and union organizing; negotiating work, marriage, and children; stories of feminists and Mexican migrant workers; and activist struggles. Of particular educational interest are chapters on Raza Unida and the struggles for political representation and equal education in Texas, and a Chicana faculty member's thoughts on consciousness raising in the college classroom. Following an introduction by Vicki L. Ruiz, the chapters are: "Claiming Public Space at Work, Church, and Neighborhood" (Vicki L. Ruiz); "'She Has Served Others in More Intimate Ways': The Domestic Service Reform in Yucatan, 1915-1918" (Emma Perez); "'Woman Sterilized as Gives Birth': Forced Sterilization and Chicana Resistance in the 1970s" (Virginia Espino); "'We Lived and Breathed and Worked the Movement': The Contradictions and Rewards of Chicana/Mexicana Activism in el Centro de Accion Social Autonomo-Hermandad General de Trabajadores (Casa-HGT), Los Angeles, 1975-1978" (Marisela R. Chavez); "Creating Community: Mexican American Women in Eastside Los Angeles" (Mary Pardo); "Organizing Latina Garment to create statewide "backbones" that will serve primary and secondary schools, libraries, offices, and homes. Such technology will overcome geographic barriers to access. Challenges involved with implementing distance education include the need to handle organizational, management, and educational changes over the short and long term; limited access to quality programming among certain populations defined by race, social class, or geography; the need for teachers to learn new approaches to teaching, monitoring, and mentoring to adequately serve their students; and the need for standards of quality for new programs. Success factors for effective use of wide-area networks include support from educational institutions and governments that facilitates sustained interest and funding; development of new organizations to handle technology's rapid change; planning and management processes that are open and participatory so that affected parties, including the private sector, have input; effective leadership by education agencies; concentration of telecommunications investments on new technologies, especially Internet technologies; and dealing with funding issues. (Contains 14 references.) (TD)

ED 451 016   RC 022 886

Dunbar, Jennifer L.; Sloane, Harvey I.; Mueller, Curt D.
Implementation of the State Children's Health Insurance Program: Outreach, Enrollment, and Provider Participation in Rural Areas.
SPONS. AGENCY- Health Resources and Services Administration (DHHS), Rockville, MD. Office of Rural Health Policy.
PUB DATE- 99
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; *Children; Economically Disadvantaged; Eligibility; *Enrollment; Health Insurance; *Outreach Programs; *Program Implementation; Recruitment; Rural Areas; *Rural Youth; *State Programs
IDENTIFIERS- Access to Health Care; Barriers to Participation; *Childrens Health Insurance Program; Colorado; Kansas; Oklahoma; Pennsylvania; West Virginia

The state Children's Health Insurance Program (CHIP) funds state programs to help low-income, uninsured children overcome financial barriers to medical care. Previous research found that rural children were more likely to be uninsured than urban children. This report examines the implementation of CHIP and related outreach, enrollment, and provider issues in selected rural areas of Colorado, Kansas, Oklahoma, Pennsylvania, and West Virginia. Chapter 1 describes the federal legislation creating the program, additional private financial support for the program, selection of study states and rural areas, and research questions and methods. Chapter 2 discusses common enrollment issues: clarification of "public charge" rules for immigrants, CHIP and the Indian Health Service, welfare reform connections, and the 10 percent limit on administrative expenditures. Chapters 3-7 examine age and income eligibility criteria; specific rural outreach strategies, including outreach to Native Americans and limited-English-speaking populations; barriers to outreach; enrollment; and provider issues in each of the five states. Results indicate that the states are implementing rural outreach and enrollment activities more aggressively under CHIP than under previous children's insurance plans. CHIP efforts in Colorado, Oklahoma, and Pennsylvania identified a significant portion of rural

ED 451 037 SE 064 549

Ramirez, Rene; Flores, Homero
Chesterton and Mathematics: The Three Riders of Apocalypse (Introduction to Systems of Linear Equations, Workshop).
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Equations (Mathematics); Foreign Countries; *Functions (Mathematics); High Schools; Integrated Activities; *Literature; *Mathematics Instruction; Teaching Methods

This paper takes G.K. Chesterton's short story, "The Three Horsemen of Apocalypse," as a motivating introduction to the study of linear equations systems, as well as a review of the concept of linear function. The guide has three objectives: (1) to illustrate how to use non-mathematical sources to create math problems; (2) to use the graphing calculator (TI-92) to go from one representation of the problem to another; and (3) to suggest an activity which reviews the linear function and systems of linear equations. (Author/ASK)

ED 451 038 SE 064 572

Strakos, Vladimir; Kebo, Vladimir
Technical Education of Engineers in the Context of Multimedia Computer Technologies.
PUB DATE- 98
NOTE- 7p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Audiovisual Instruction; Computer Uses in Education; *Engineering Education; Foreign Countries; Higher Education; *Learning Processes; Multimedia Materials; Visual Learning
IDENTIFIERS- Czech Republic

Modern means that can be used in the framework of teaching substantially extend the possibilities of schoolmasters, but they also complicate the pedagogical process. Can we make really effective use of them? Have we, at their application, really greater pedagogical effect? How do we include the possibilities of audiovisual techniques into the pedagogical process as suitably as possible? These are the questions that are reflected upon as we search for the answer. Use of the expression "search" is correct because it is the question of long-term, permanent processes and not all we have been able to try. Some procedures have proved successful while some had to be eliminated because too much work had to be invested in their preparation. We want to consult on this problem with other schoolmasters; we want to discuss their experience and think over the position and function of the schoolmaster in the future period when we all will be over-saturated with great amounts of information from various sources. (Author/YDS)

ED 451 039 SE 064 582

"Handle With Care," "Household Hazardous Waste," "Landfill Booklet," and "Multifamily Recycling." Resource tools include a catalog of waste publications, curriculum for solid waste awareness, a bibliography and glossary, a municipal solid waste handbook, solid waste careers, and a service learning guide. (SAH)

ED 451 063 SE 064 623

Kroeger, Marianne, Ed.; Blaser, Stephanie, Ed.; Raack, Lenaya, Ed.; Kinder, Ann, Ed.
Teaching Math and Science in the Real World.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 25p.; Many color photos will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; *Educational Change; Elementary Secondary Education; Environmental Education; *Mathematics Education; Relevance (Education); *Science Education

This issue offers a collection of timely topics focused on mathematics and science education. It uncovers the past, present, and future of the national standards movement in mathematics and science education with two articles entitled "Setting Standards for Excellence" and "On the Road to REAL Progress." A close-up look at students doing real-life water ecology research is provided. This issue also features articles on "Math Wars," teacher shortages, and curriculum research centers. (ASK)

ED 451 064 SE 064 624

Brownlow, Sheila; Miderski, Carol Ann
How Gender and College Chemistry Experience Influence Mental Rotation Ability.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (47th, Atlanta, GA, March 23, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Females; Higher Education; Males; *Sex Differences; *Spatial Ability
IDENTIFIERS- *Mental Rotation

Deficits in spatial abilities, particularly Mental Rotation (MR), may contribute to women's avoidance of areas of study (such as chemistry) that rely on MR. Those women who do succeed in chemistry may do so because they have MT skills that are on par with their male peers. We examined MR ability on 12 items from the Vandenberg and Kuse MR test (1978) in a group of male and female students with advanced chemistry background and no college chemistry experience. Students with chemistry experience got more items right and were less likely to omit correct items than those without similar academic background, and men with chemistry training made wrong choices less often than men without chemistry experience. Contrary to most findings in this area, no overall gender differences emerged. These findings suggest that MR skill can either lead women and men to pursue chemistry, or that experience with chemistry may develop and hone that skill. (Contains 29 references.) (Author) consider significant, this paper offers a practical workshop activity that creates a culture from each individual's imagination. The activity explores images influenced by others or by individual values that reflect a cultural mix, taking into account "traditional" forms and aesthetic considerations. The paper proposes three aspects that individual participants should experience in the workshop: cultural forms that reflect identity; compositions that are original and use emblems of identity; and creating through trial, reflection, intervention, and modification. Slide photos and posters of objects and images of specific cultures were shown at the workshop, and participants worked with collage and mixed media to compose a work that reflected a real or imagined culture. (BT)

ED 451 086   SO 032 047

Richardson, Donald
The Failure of Art Education.
PUB DATE- 99
NOTE- 6p.; Paper presented at the World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). Assisted by the South Australian Country Arts Trust and the Australia Council for the Arts.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art; *Art Education; Design; Foreign Countries; Handicrafts; Modernism; Secondary Education
IDENTIFIERS- *Australia; Educational Issues; *Teacher Knowledge

Based on over half a century's personal experience with the Australian community's poor understanding of art, this paper concludes that exposing thousands of secondary students to the subject "Art" over this period has had little or no effect on competency. Instances are documented. Possible reasons explored include: the common methodology dubbed "the bootstraps theory of art education" (encouraging self-expression together with avoidance of inculcation) while the commercial and entertainment worlds adopt the opposite methodology; the related misunderstanding of the principles of Modernism; and teachers' inability to distinguish among the principles of "art," "design," and "craft." These three terms are analyzed. (Author/BT)

ED 451 087   SO 032 094

Stevenson, Christine
Eye to Eye: An Artist/Teacher and Young Children--A Case Study.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual InSEA World Congress (30th, Brisbane, Australia, September 21-26, 1999). This project has been assisted by the Commonwealth Government through the Australia Council for the Arts, its art funding and advisory body. An extended version of this paper first appeared in "Contemporary Issues in Early Childhood," volume 1, number 2, 1999. Copyright: Triangle Press.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Teachers; *Artists; *Childrens Art; Classroom Research; *Classroom Techniques; Early Childhood Education;

intercultural communication course, detailing their makeup, religion, and habits, and also discussing non-Jewish minorities in Israel. Contains 26 references. (BT)

ED 451 106 SO 032 621

Emery, Ken
The World of Naguib Mahfouz. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Egypt and Israel).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arabs; *Authors; *Cultural Context; Foreign Culture; High Schools; Higher Education; Islam; *Resources; *Short Stories
IDENTIFIERS- Biodata; *Egypt (Cairo); Fulbright Hays Seminars Abroad Program; *Mahfouz (Naguib)

This resource packet was created to allow teachers to easily select from some of the short works of Naguib Mahfouz, probably Egypt's most famous and prolific writer, that will familiarize students with the author and his world. The packet first gives an overview of the life and work of Mahfouz, citing seven sources for further information. The resource packet is then divided into two parts: (1) "Introduction" and (2) "The Stories." The introduction suggests Internet activities that teach about Cairo (Egypt) and Islam. It offers ideas for student research on 20th century Egypt. Part 2 contains eight short stories (translated into English from Arabic) which reflect a broad range of Naguib Mahfouz's writings. (BT)

ED 451 107 SO 032 622

Bauzon, Kenneth E.
Integrating the Study of the Politics of Egypt and Israel into the Curriculum of Saint Joseph's College, New York. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Egypt and Israel).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Comparative Analysis; *Curriculum Development; Foreign Countries; Higher Education; *Political Issues; *Political Science
IDENTIFIERS- Comparative Political Systems; *Egypt; Fulbright Hays Seminars Abroad Program; *Israel

The comparative study of the dynamics of the politics of Egypt and Israel is one subject that suggests itself for consideration for inclusion in the curriculum of Saint Joseph's College, New York. This study of a prospective Egyptian/Israeli politics course is divided into the following sections: (1) "Introduction"; (2) "Significance of the Subject Matter"; (3) "Why Egypt and Israel"; (4) "Strategies for Teaching the Comparative Politics of Egypt and Israel"; (5) "Tools and Resources for Teaching the Comparative Politics of Egypt and Israel"; (6) "Sample Course Outline"; and (7) "Preliminary

LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication (Thought Transfer); Communications; *Cultural Context; Curriculum Development; Educational Research; Instructional Improvement; Interviews; Primary Education; *Prior Learning; Social Cognition; Social Networks; *Social Studies; *Student Reaction
IDENTIFIERS- *Cultural Universals

The traditional K-3 social studies curriculum has focused on food, clothing, shelter, communication, transportation, and other cultural universals. Little information exists about children's prior knowledge and thinking (including misconceptions) about these topics. This study was designed to provide such information with respect to the topic of communication, and in the process to assess claims that primary-grade students do not need instruction in the topic because they learn what they need to know about it through everyday living. Individual interviews were conducted with 96 K-3 students, stratified according to grade level, achievement level, and gender. The students were asked about communication as a universal human need and the functions that it fulfills for us; methods of and limitations on communication in prehistoric times and among preliterate people who lived more recently; the impact of major inventions (writing, the printing press, radio, television, telephones, computers) on communication; communication by infants and among people who are blind or deaf; how people communicate when they do not share a language; how the environment and the culture shape vocabulary; the invention of new words; reasons for using symbols instead of words on certain traffic signs and other public notices; how the postal system works; why people read newspapers; and the workings of the television industry. The students' responses displayed many of the same patterns seen earlier in responses to interviews on shelter, clothing, and food: they knew more about the physical appearances of things than their underlying natures and more about the uses of products than about how they do what they do or what is involved in creating them. Sophistication of responses was related more closely to age (grade level) and personal experiences out of school than to achievement level or gender. Findings are discussed with emphasis on their implications for early elementary social studies. The study suggests that students stand to benefit considerably from more powerful treatments of cultural universals than those typically offered by textbooks. Contains a table and 51 references. The communication interview is appended. (Author/BB)

ED 451 130 SP 039 340

McMahon, Harry
Teacher Education in Ireland: The North.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Invitational Conference for Teacher Education Professionals Ireland--North and South (Belfast, Northern Ireland, May 18-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Interpersonal Competence; Observation; *Physical Education; Physical Fitness; *Program Evaluation; *Psychomotor Skills; Scheduling; Student Evaluation; Teacher Evaluation

This paper describes a 1998 evaluation conducted by one Texas school district of its K-5 physical education (PE) program. The director of PE developed a plan for gathering information on scheduling; student performance (motor skills, fitness, and social skills); and teachers' use of best instructional practices. Teachers assessed student performance on locomotor skills, cardiorespiratory efficiency, upper body strength, and abdominal strength and endurance. Teachers and students completed a report on social skills use during class. Information about scheduling and minutes allotted for PE was gathered at each school. Consultants observed classes and collected data on use of best practices during instruction. This paper describes: goals of the best practices observation instrument; steps involved in developing the observation instrument; identification of domains of developmentally appropriate practices included; rubric development; the consultant's commendations; the consultant's recommendations; and the PE director's report. Overall, classes that had daily PE and lower teacher-student ratios scored higher on student performance measures and the best practices observation instrument than did those with less consistent scheduling and higher teacher-student ratios. The school board responded by hiring four additional specialists and encouraging daily PE scheduling. The observation instrument and related descriptors are attached. (SM)

ED 451 149 SP 039 819

Medical Training Skills Curriculum for Case Management Assistants.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD.
PUB DATE- 97
NOTE- 309p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Biology; Cardiovascular System; Children; Females; Home Health Aides; *Human Body; Infants; Nutrition; Physical Health
IDENTIFIERS- Digestive System; Home Health Care; Nervous System; Respiratory System; Skin

This manual helps service care providers working with HIV-infected people learn how HIV affects the body's major systems, emphasizing the structure and functions of each system and direct and indirect effects of HIV on each system. The curriculum was developed for case management assistants (CMAs) who work in homes of HIV-infected people. Lessons are written at the level of the high school graduate with basic knowledge of biology and anatomy. It assumes that the CMAs have completed basic training for home health aides and have at least 6 months of home care experience. Lesson plans include: the structure and function of the human cell; structure and function of the immune system; HIV overview; the respiratory system and OIs; HIV and the lymphatic system, circulatory system, nervous and assessment. Part 5 presents thoughts for the future from one of service-learning's long-standing adherents and researchers. It also includes an annotated bibliography. Three appendixes include: standards of quality for school-based and community-based service-learning; tools for teaching the pedagogy of service-learning; and contributing authors. (Papers contain references.) (SM)

ED 451 168   SP 039 845

Our Schools in Action: An Integrated Teacher Resource, Grade 7-12.
PUB DATE- 00
NOTE- 158p.; "In partnership with: Edmonton 2001 World Championships in Athletics, the College of Alberta School Superintendents, and EPCOR."
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; *Citizenship Education; Foreign Countries; *Global Education; Integrated Curriculum; Physical Education; Physical Fitness; *Physical Health; Secondary Education; *Well Being
IDENTIFIERS- *Alberta

This resource was developed to involve Alberta, Canada, students, teachers, and communities with the 8th IAAF World Championships in Athletics. It supports implementation of the Alberta Programs of Study and provides activities related to the concepts of the IAAF World Championships in Athletics and school events. Student learning outcomes are designed so that students can gain an understanding of the 2001 IAAF World Championships in Athletics, including the events, the countries, and the people involved. The themes of global friendship, citizenship, well being, and run, jump, throw are integrated with student curricular outcomes. The first section, "It's Coming to Your Community," presents a series of lessons that can be used by students, staff, and community to prepare for a major event coming to their school and community. The section, "7-12 Integrated Lessons," provides many cross-curricular activities that take into consideration the four themes. Many of the lessons can be used in the curriculum in place of, or in conjunction with, activities already being taught in Alberta schools. Teachers can refer to the "Curriculum and Theme Grids" to identify activities suitable for their students. Activities are organized by division, subject, and theme. (SM)

ED 451 169   SP 039 846

Feirsen, Robert; Weitzman, Seth
How To Get the Teaching Job You Want: The Complete Guide for College Graduates, Returning Teachers, and Career Changers.
PUB DATE- 00
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Employment Interviews; Internet; Job Applicants; *Job Application; *Job Search Methods; Portfolios (Background Materials); Resumes (Personal); *Teaching (Occupation)

ED 451 188 SP 039 871

Fox, Rebecca K.; Duck, Lloyd
The Teacher Education Licensure Fulfillment (TELF) Initiative: A Partnership Venture for Alternative Licensure.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Beginning Teacher Induction; Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Higher Education; *Partnerships in Education; *Teacher Shortage
IDENTIFIERS- George Mason University VA; Provisional Certification

This paper describes the efforts of the Graduate School of Education at George Mason University, Virginia, to deal with the teacher shortage crisis by partnering with surrounding school divisions to help new teachers with provisional licenses meet the daily challenge of teaching while fulfilling their state licensure requirements. The Teacher Education Licensure Fulfillment (TELF) initiative helps avoid the sink or swim problem of alternatively certified teachers by providing proper support from teacher educators who effectively guide the process of upgrading provisional licenses and make mentoring arrangements among colleagues in the schools. The connection of theory, content knowledge, and practice, supported by a strong base of reflection and self-inquiry, provides essential tools for success in the first months of teaching. Some of TELF's highlights include: state-approved professional studies courses that fulfill licensure requirements; help preparing for the Praxis I exam; commitment of regular, full-time graduate school faculty to teach and direct TELF; and guidance on course choices and licensure procedures to support and coordinate with state and local school divisions. Lessons learned regarding marketing the program and teacher retention are discussed. (Contains 13 references.) (SM)

ED 451 189 SP 039 872

Brookhart, Susan M.
The "Standards" and Classroom Assessment Research.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; Grading; Standardized Tests; *Student Evaluation; Teacher Attitudes; *Teacher Competencies; Teachers
IDENTIFIERS- Teacher Knowledge

This paper summarizes well-reviewed research about teacher competence in the skills described in the "Standards for Teacher Competence in the Educational Assessment of Students."

must do the best job possible regardless of the circumstances. Theories of learning opportunities emphasize the alignment of learning opportunities with the state mandated objectives. Regardless of the theory of interest, it is evident that relying entirely on one approach is not conducive to student learning. Theorists must continue to study, with the goal of providing the best learning opportunities for each student. (SLD)

ED 451 209 TM 032 436

Si, Ching-Fung Benjamin
Understanding Variance Contributions to Overall Canonical Correlation Effects: Canonical Commonality Analysis.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (24th, New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Multivariate Analysis
IDENTIFIERS- *Commonality Analysis

Applying commonality analysis to canonical correlation analysis is part of a trend toward the use of multivariate statistical methods enhanced by the ease of computation provided by computer software. Several recent papers have discussed canonical commonality analysis. This paper summarizes developments in the field and uses a data set to demonstrate how canonical commonality analysis sheds light on the interpretation of the model effect. The paper also provides guidelines for the deletion of predictors in canonical correlation analysis. Canonical commonality analysis honors the multivariate context and preserves the level of scale of the variables. It would be useful when the number of predictors is less than 5. An appendix contains the Statistical Package for the Social Sciences syntax for the canonical commonality analysis. (Contains 3 tables and 11 references.) (Author/SLD)

ED 451 210 TM 032 437

Brooks, B. Meade
How To Handle Discrete Dependent Variables in the Univariate Case: A Primer on Logistic Regression.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (24th, New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Predictor Variables; *Regression (Statistics)
IDENTIFIERS- *Dependent Variables; *Logistic Regression

This paper presents an overview of logistic regression and illustrates the method with the data transformations that are conducted. It also discusses the interpretation of logistic regression results. To make the discussion more concrete, an analysis of a data set is presented in which logistic regression is used to predict the likelihood of a college via the Internet. This paper presents four perspectives on the curriculum and online interactions designed to prepare youth for successful school-to-life transitions. Discussed is the role of advanced technology in relation to success, outreach, partnerships, and communities. After a description of the project, discussion moves to the lessons learned, the policy issues raised, and the best ways technology should be used in the future. (Contains 13 references.) (Author/AEF)

ED 450 722 IR 020 603

Massy, William F.
Virtual U: The University Simulation Game.
PUB DATE- 99
NOTE- 14p.; In: EDUCAUSE '99: Celebrating New Beginnings. Proceedings (Long Beach, CA, October 26-29, 1999); see IR 020 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; *Computer Simulation; Computer Software; Computer Uses in Education; *Educational Administration; Educational Development; Educational Resources; *Higher Education; Information Systems; Online Systems

The Virtual U Project is a simulation product created to help improve the management of the nation's university systems. Virtual U simulates running a university or college and assists management in allocating resources within the university. It is a powerful and user-friendly software tool that models the attitudes and behaviors of an academic community. The tool is driven by a powerful simulation engine that draws on an extensive compilation of data concerning the United States higher education system. Players determine policies for resource allocation, faculty hiring, and enrollment management; and consider other decisions that college and university administrators face. Virtual U is the beginning of a new genre of interactive tools for educational systems. (Author/AEF)

ED 450 723 IR 020 636

Kimble, Carol
The Impact of Technology on Learning: Making Sense of the Research. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Assisted Instruction; Computer Attitudes; *Computer Uses in Education; Educational Administration; Educational Development; Educational Planning; *Educational Policy; Educational Practices; *Educational Research; *Educational Technology; Elementary Secondary Education; Policy Formation
IDENTIFIERS- Technology Implementation; Technology Integration

Research reports and articles on the effectiveness of technology in the student learning environment reflect a variety of opinions and conclusions. Educators who are making decisions about the use of technology will want to examine research results with the following questions in mind: Do research

Service to Deaf and Hard of Hearing Persons in Denmark.
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Danish; Foreign Countries; *Hearing Impairments; *Library Collections; *Library Services; *Public Libraries; Sign Language; User Needs (Information); Users (Information)
IDENTIFIERS- Denmark

This paper describes public library services to deaf and hard of hearing persons in Denmark. Topics covered include: (1) target groups, including deaf, deafened, hard of hearing persons, professionals and relatives who have contact with the hearing impaired, and other groups using visual communication; (2) means of communication, including sign language, Sign Danish, Danish with supporting signs, signs to spoken language, spoken language, reading lips, and mouth hand system; (3) the collection, including teaching videos, videos with stories told in sign language, feature films with subtitles, CD-ROMs, picture books with sign illustrations, fiction with hearing impaired characters, nonfiction, periodicals, language stimulating materials (e.g., games), and pamphlets; and (4) the job of the librarian, including external relations, material selection, working with users, and collaboration. (Contains 11 references.) (MES)

ED 450 744 IR 058 000

Cole, John Y.
Literacy, Libraries & IFLA: Recent Developments and a Look at the Future.
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; International Organizations; International Programs; *Library Associations; *Library Role; *Library Services; *Literacy; Literacy Education; Public Libraries
IDENTIFIERS- Association Role; *International Federation of Library Associations

This paper addresses the plans of the IFLA (International Federation of Library Associations and Institutions) Section on Reading for keeping the literacy issue alive within IFLA and for moving ahead with specific programs and projects. The first section provides historical background on IFLA's involvement with literacy from 1989 to the present. The second section looks at ways that libraries might become involved in literacy, including providing collections in support of literacy, actively participating in instructional programs for learners, and providing support services for literacy efforts by the library and other organizations. The third section describes recent activities of the IFLA Section on Reading, including conference sessions, workshops, articles and columns on personal homepage facilities; facilities for the integration of information services in the user's primary processes; and interactivity. The fourth section considers consequences for collection management. (Author/MES)

ED 450 766 IR 058 022

Guerin, Claudie
Hospital Libraries and the Public Library System in France: How Can They Work Together?
PUB DATE- 00
NOTE- 7p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Foreign Countries; *Hospital Libraries; *Library Cooperation; *Library Services; Patients; *Public Libraries; User Needs (Information); Users (Information)
IDENTIFIERS- France; *Partnerships in Library Services

This paper discusses cooperation between hospital and public libraries in France. The first section provides an overview of hospital libraries, including historical and regulatory background, as well as the current situation. The second section considers the network of public libraries, including increasing awareness of the duty to provide all citizens with access to information and value of relying on public services in developing cultural activities. The third section describes services that hospital and public libraries might offer cooperatively, including loan of documents, visits to the hospital by the library-bus, home delivery, patient visits to the municipal library, and training of volunteers. This section also presents three examples of partnership in La Rochelle, Nimes, and Nanterre/Garches. (MES)

ED 450 767 IR 058 023

Hart, Genevieve
Project Work as a Vehicle for Information Literacy Education in a Circuit of South African Primary Schools.
PUB DATE- 00
NOTE- 11p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Advantaged; Educationally Disadvantaged; *Ethnography; *Faculty Development; Foreign Countries; Grade 7; *Information Literacy; *Information Skills; Junior High Schools; Secondary School Teachers; *Student Projects; Teacher Attitudes; Teacher Education; Teacher Surveys; *Teaching Methods
IDENTIFIERS- South Africa (Cape Town)

This paper reports on a two-month study of the information literacy of 26 grade seven teachers within a circuit of 17 primary schools in Cape Town (South Africa), comprising three historically advantaged schools situated in a historically white suburb and 14 disadvantaged schools in adjacent

This paper outlines the efforts of the United Kingdom (UK) Joint Information Systems Committee (JISC) to help UK higher education institutions deal with the growing diversity of information resources. These efforts are based on two strands: the Electronic Libraries Program and the development of the JISC collections. These strands are now coming together as JISC concentrates on developing a Distributed National Electronic Resource (DNER) and encourages organizations to harmonize and facilitate access to this and a plethora of other resources, digital and conventional, through the model of the hybrid library. Programs described include: Agora, a standards-based broker system suitable for hybrid library use; BUILDER, a system that exploits synergies in institutional resources to deliver innovative services; HeadLine, a project concerned with tailoring information landscapes; HYLIFE, a project that demonstrates the wide variety of solutions appropriate for different groups of users; and MALIBU, a project that developed a pre-prototype searching agent allowing cross searching of World Wide Web sites, as well as two models of the hybrid library. (Contains 33 references.) (MES)

ED 450 788   IR 058 044

Skrzeszewski, Stan
Building Smart Communities: What They Are and How They Can Benefit Blind and Visually Impaired Persons.
PUB DATE- 00
NOTE- 11p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Community Development; Foreign Countries; *Information Services; *Information Technology; Telecommunications; User Needs (Information); Users (Information)
IDENTIFIERS- Barriers to Implementation; Canada; France; *Information Infrastructure; Scotland; Technology Utilization

This paper discusses building smart communities (i.e., communities that provide an advanced communication and information infrastructure and that enable residents and organizations to make good and independent use of these technologies) that benefit blind and visually impaired persons. The first section summarizes ways that the potential of smart communities for blind and visually impaired people can be realized. The second section provides a definition and description of a smart community. The third section lists areas for the application of technology. The fourth section summarizes barriers to the development of smart communities for blind and visually impaired people. The fifth section, presents an action agenda for building smart communities that includes: (1) vision--developing and communicating a clear vision; (2) community engagement, including conducting an inventory/needs assessment; (3) smart services, including principles for smart services and accessible World Wide Web portals; (4) infrastructure, including building an accessible information technology infrastructure, providing equitable and affordable access, adaptive technology, and a high speed connectivity plan; (5) training and education--training people to use the information technologies in creative and innovative ways; (6) strategic partnerships--building a coordinated, multi-member, highlight major issues raised by the archiving of digital resources, and to encourage discussion about options for operating models and criteria for digital archives. Panelists were invited to address three questions: Who should be responsible for archiving digital materials? How should this be paid for? What are the characteristics of an effective operating model? The program began with an opening and welcome by Gloria Werner, ARL Presiding President, followed by a discussion of key issues associated with digital archiving and international strategies to create research and action agendas to guide digital library creators in furthering effective digital preservation. Another discussion included the role of software in ensuring the longevity of digital documents. Individuals with expertise in the preservation of digital information from different organizational perspectives reported on their experience and future plans. The final segment of this program session began with a brief report about the community response to the 1996 Commission on Preservation and Access and the Research Libraries Group CPA/RLG report and the follow-up steps that were recommended by the leadership of the sponsoring organizations. Strategies for research library engagement in an agenda of the preservation of digital information were then suggested. The program session concluded with a discussion among panelists and the audience on how the research library community should respond to challenges. The Federal Relations program was a presentation on Article 2B of the Uniform Commercial Code. Program Session II focused on the state of development of copyright management information systems, how these systems could influence the management of intellectual property, and their impact on research library operations. At the ARL Business Meeting, members voted on establishment of 1998 dues and elected three members to the ARL Board. This was followed by reports and discussion of three programs of long-term strategic importance to the research library community: CLIR's National Digital Library Federation, the AAU/ARL Global Resources Program, and the ARL Leadership and Career Development Program. Appendices include reports from the Association Business Meeting, Report on Association Activities, May-September 1997, and an ARL attendance list. (AEF)

ED 450 809 IR 058 081

Johnson, Doug
What Gets Measured Gets Done: A School Library Media and Technology Program Self-Study Workbook.
PUB DATE- 01
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Learning Resources Centers; Library Services; Program Effectiveness; *Program Evaluation; *School Libraries; Surveys

Program evaluation is about measurement, but it is also about making meaning of those things quantified. This booklet aims at providing guidance for school library media specialists in doing both. It offers brief comments about each of the following areas and provides some concrete tools for the evaluator's use when needed: Organization (leadership, participants, determining purpose, timeline); Data gathering

Institutional Effectiveness.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Enrollment Trends; *Institutional Characteristics; *Outcomes of Education; *School Demography; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Palm Beach Community College FL

Panorama 2000 presents information on Palm Beach Community College's (PBCC's) Florida, enrollment characteristics for the 1999-2000 reporting year. In addition, this report serves to support PBCC's commitment to collect and provide useful data that is systematic, broad-based and interrelated for the purpose of educational decision-making. The introduction includes a general profile of PBCC, its history, philosophy and mission, campus locations and descriptions, and general characteristics of PBCC's service district. The Headcount Enrollment section includes statistics on opening-term credit and college preparatory enrollment for each term; credit and prep enrollment by campus for the fall and winter terms; weekend, mini-term and PSAV headcount; and annual district-wide unduplicated headcount. The Demographics & Characteristics section shows a breakdown of PBCC's credit and prep enrollment in terms of race and ethnicity, gender, classification, class level, general program of study, full-time/part-time status, age, residency and high school of origination. The Hours & FTE section provides details on enrollment by campus, term, department, and funding category in terms of student semester hours, credit hour equivalency (CHE) and fulltime equivalency (FTE). The Student Performance section addresses enrollment and completions in specific program areas, graduation and placement rates, and grades earned by the students. Appendices provide detailed data in tabular format on much of the information presented in this report. (JA)

ED 450 829 JC 010 204

Samuels, Seymour
Palm Beach Community College Strategic Plan, 1999-2004.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *Community Colleges; Educational Planning; *Institutional Mission; Organizational Objectives; Program Implementation; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Palm Beach Community College FL

This report addresses strategies and action plans for Palm Beach Community College (PBCC) (Florida) between 1999-2004. As part of a commitment to achieve specific, measurable end results, the college has set various objectives, including: (1) develop, implement and institutionalize a mission driven strategic budget for the 1999-2000 fiscal year; (2) increase formalized partnerships by 20% by 2001; (3) allocate and develop district facilities to meet student needs by 2000-2001; and (4) be in total compliance with the Southern Association of Colleges and Schools' standards for accreditation by 2001. During the action-plan phase specific operational plans are developed to implement the strategies. The Action Team does not implement the plans, but the plans they develop contain enough detail

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cohort Analysis; *Community Colleges; Comparative Analysis; *Data Interpretation; Higher Education; *Multiple Regression Analysis; *Predictor Variables; Statistical Analysis; *Test Validity; *Transfer Rates (College)
IDENTIFIERS- *California Community Colleges

This study used 1994 data from the California Community College System cohort of first-time freshmen to identify that part of University of California (UC) or California State University (CSU) transfer performance that is determined by factors outside the control of college administrators. The idea was to "level the playing field" when comparing transfer rates of various colleges by adjusting for factors beyond the control of colleges. Relevant uncontrollable factors included distance to the nearest CSU/UC campus, the number of students under the age of 25, the number of students receiving the Board of Governors Waiver, and the number of students with an uninformed transfer goal. The study identified colleges in the bottom quartile of the distribution of raw transfer rates as "low-transfer" colleges. A multiple regression model was developed using those predictors that had a meaningful contribution to prediction of raw transfer rates. Colleges were sorted in order of residuals (the amount by which raw transfer rate differed from predicted transfer rate). If a college remained in the bottom quartile of adjusted transfer rates, this college was considered a bonafide low-transfer college. The analysis placed 14 (rather than 26) colleges in the low-transfer category. (PGS)

ED 450 850 JC 010 231

Students Who Transfer between Oregon Community Colleges and Oregon University System Institutions: What the Data Say.
PUB DATE- 00
NOTE- 71p.; Submitted to the Joint Boards of Education by the Joint Boards Articulation Commission. For the 1999 Plan for Course and Credit Transfer, see ED 430 465.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; *Community Colleges; *Educational Mobility; Educational Policy; *Higher Education; Transfer Rates (College)
IDENTIFIERS- *Oregon

This report provides a follow-up to the 1999 "Plan for Course and Credit Transfer Between Oregon Community Colleges and Oregon University System Institutions" by specifically responding to its call for ongoing data-collection and research efforts. The purposes of this report are as follows: (1) to summarize the results of four years of data-matching efforts by the Oregon University System (OUS) and the Department of Community Colleges and Workforce Development; (2) to discuss the implications of these data for policymakers as well as institutional practitioners; and (3) to provide the context for these recent Oregon transfer-students data by offering a review of current and relevant research literature. In a transcript analysis of 504 students enrolled in the 4 public postsecondary institutions in the Portland area, more than three-fourths of all students fell within 1 of 7 dominant patterns of attendance, but overall 74 different patterns of enrollment were identified. About 83% of credits submitted for transfer were accepted. The number of community college students transferring to OUS increased from 1996-97 to 1998-99.

partnerships with parents, curriculum, the role of the adult, documentation, and initial teacher training and professional development. This part also delineates questions for reflection by early childhood professionals. Includes a 26-item bibliography. (KB)

ED 450 870 PS 028 473

Orley, Ray
Seeing, Making, Doing: Creative Development in Early Years Settings. Early Education Support Series.
PUB DATE- 99
NOTE- 51p.; Originally written by Sam Perkins.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; *Childrens Art; *Creative Development; *Creativity; Cultural Enrichment; Foreign Countries; Parent Participation; *Play; Preschool Children; *Preschool Education; Reggio Emilia Approach; Teaching Methods
IDENTIFIERS- Scotland

Part of a series for early years teachers in Scotland, this guide focuses on ways to provide creative opportunities that support and enhance child development. The guide discusses how to respect children's creativity while observing and developing their skills and suggests practical and creative alternatives to the mass production of identical pieces of work in early years centers and schools. The guide examines the role of creative play and the arts in early learning, helps staff gain confidence in their own creative activities, suggests ways of planning activities, and offers suggestions for arranging the environment. Further, the guide shows how young children and staff can benefit from contacts with the arts and their work, and explains how to arrange an artist-in-residence project at an early years center or school. The guide also offers advice in how to make the most of a visit to an art gallery, theater, or sculpture park and points out where to start in funding these projects. Case studies and photographs of successful creative projects are interspersed throughout the guide to illustrate how a variety of organizations have used the suggestions with young children. The guide concludes with lists of publishers specializing in materials for children, a reference list, and contact information for relevant groups and organizations. Contains a 26-item list of sources for further reading. (KB)

ED 450 871 PS 028 612

Kroll, Carolyn K.; Rivest, Michele
Sharing the Stories: Lessons Learned from 5 Years of Smart Start.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Smith Richardson Foundation, Inc., Greensboro, NC.
PUB DATE- 00
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Community Programs; Early Childhood Education; *Early Intervention; Leadership; Marketing; Organizational Development; Program Administration; Program

or draw a possible solution, share solutions with the other person, and mark the other person's paper to indicate what they agree to do to help end the conflict. Chapters 1 and 2 of the book explain how the process works. Chapter 3 shows how to use the process in the classroom. Chapter 4 illustrates how to set up basic conflict resolution centers that can be used in a variety of locations within a school. Chapters 5 and 6 tell how to use the process in group or individual counseling and at home. Included in this guide are lesson plans, reproducible worksheets, and posters that illustrate the conflict resolution process. Appended are samples showing how the technique works and answers to commonly asked questions. (KB)

ED 450 890   PS 029 232

Lamb-Parker, Faith, Ed.; Hagen, John, Ed.; Robinson, Ruth, Ed.
Developmental and Contextual Transitions of Children and Families: Implications for Research, Policy, and Practice. Head Start's National Research Conference (5th, Washington, DC, June 28-July 1, 2000). Summary of Conference Proceedings.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 01
NOTE- 798p.; For 1998 Conference Proceedings Summary, see ED 429 700.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; Brain; Child Development; Child Health; Classroom Environment; *Context Effect; Cultural Influences; Curriculum Development; *Developmentally Appropriate Practices; Educational Technology; Family School Relationship; Language Acquisition; Measurement Techniques; Mental Health; Parent Education; Parent Influence; Parent Participation; Poverty; *Preschool Children; *Preschool Education; *Preschool Evaluation; Public Policy; Research Methodology; School Readiness; Special Needs Students; Staff Development; Student Evaluation; Teacher Student Relationship; Transitional Programs
IDENTIFIERS- Brain Development; Neurosciences; *Project Head Start; Welfare Reform

This report summarizes the conference proceedings of the fifth Head Start National Research Conference. The focus of the conference was on the relationship of environment and developmental changes. Keynote topics and speakers were: "How Can We Know Environment Really Matters?" (Michael Rutter); "Creating Developmentally Appropriate Environments" (Stephen Suomi); and "It's 2000 and Parents Are Still Saying 'No' to Friends Who Are 'Different'" (Valeria Lovelace). Other special session topics included neuroscience perspectives on brain development, the importance of studying children and families across settings, and interventions to support developmental transitions. Forty-four symposia are summarized in the areas of: (1) Head Start research and practice; (2) Administration of Children, Youth, and Families (ACYF) research; (3) child development, education, and care; (4) consequences of welfare reform; (5) culture and context; (6) health; (7) innovative research methodr; (8) language and family literacy; (9) parental influences on child development; (10) parents and social institutions; (11) research and policy; and (12) very early development. Poster sessions are also summarized on the following topics: (1) biobehavioral approaches to development; (2) child and family strengths and resiliency; (3) children with disabilities; (4) cultural continuities and discontinuities; (5) early intervention and child care programs

Maria Montessori. Regular features include "Ask Ginny," an advice column, as well as editorials and job announcements. (KB)

ED 450 907 PS 029 249

More Promises To Keep: Sustaining Arizona's Capacity for Welfare and Health Reform (December 1, 2000).
SPONS. AGENCY- Flinn Foundation, Phoenix, AZ.
PUB DATE- 01
NOTE- 17p.; With support from St. Luke's Health Initiatives. Nelson A. Rockefeller Institute of Government, State University of New York, Albany, and Arizona State University College of Extended Education co-sponsored the meeting.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cooperation; Program Effectiveness; Program Evaluation; *State Action; State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Arizona; *Welfare Reform

This publication presents the views expressed by the major speakers at "More Promises to Keep: Sustaining Arizona's Capacity for Welfare and Health Reform," concluding a 3-year study of welfare and health reform in the state. The publication also summarizes the discussions of three special interest sessions. The speakers' op-ed-style pieces and the other articles look at the lessons and challenges of welfare reform, the new economy, unfinished business, and collaboration, in addition to specific plans in Oregon and Arizona. The main articles are: (1) "Surprises for an Observer Who Thought He Had Seen It All" (Richard P. Nathan); (2) "Arizona's Past Welfare Successes Point to the Future" (John Clayton); (3) "The Next Step in Welfare Reform Will Be the Hardest" (Gary Weeks); (4) "Former Welfare Recipients Need More Skills To Join the New Economy" (Betty Jane Narver); (5) "We Must Start Now on the Unfinished Business of Welfare and Health Reforms" (Carol Weissert); and (6) "Collaboration Works, But Only If the Players Know How To Do It" (Michael J. Rich). (EV)

ED 450 908 PS 029 250

Yost, Ann
Making After School Count: Communities & Schools Working Together, 2000.
PUB DATE- 00
NOTE- 74p.; Published three times a year. For 1999 issues, see ED 438 044.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Centers; *After School Programs; *Cooperation; Elementary Secondary Education; Parent Participation; Program Descriptions; School Business Relationship; *School Community Relationship
IDENTIFIERS- *Community Learning Centers

This document consists of three issues from 2000 of a journal highlighting notable after-school programs, many funded by 21st Century Community Learning Center (CCLC) grants, and the school-community collaboration they entail. The June 2000 issue features a cover story on the successful inclusion of parents in various after-school initiatives; this issue also contains related descriptions of programs at Heritage High School in Harlem and in Jackson, Mississippi. The October 2000 issue

(Contains 16 references.) (KB)

ED 450 927 PS 029 269

Perry, Susan K.
Playing Smart: The Family Guide to Enriching, Offbeat Learning Activities for Ages 4-14. Revised, Expanded and Updated Edition.
PUB DATE- 01
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Brainstorming; Childrens Games; *Creative Activities; Creative Development; *Creative Thinking; Early Childhood Education; Elementary Education; *Learning Activities; Parent Child Relationship; Parent Materials; Parent Participation; *Play; *Recreational Activities; Thinking Skills
IDENTIFIERS- *Creative Play; Family Activities; Mental Exercises; Mental Skills

Noting children's need for enrichment at home, this book offers hundreds of unusual ways for children and parents to spend time together. Using this book as a guide, parents and children can survey new subjects ranging from cultural diversity to photography, journal keeping, psychology, food science, gardening, and sports science. The activities stress creative thinking, especially brainstorming, and most require little or no preparation or equipment and can be done in small bits of time just about anywhere. Each chapter contains introductory material, suggested activities, and a list of resources for further exploration. Following an introduction on building creativity, brainstorming, and using the Internet, the chapters are: (1) "Instant Fun"; (2) "Journal Journeys"; (3) "Celebrate the Senses"; (4) "Brain Benders"; (5) "Adventures in Ordinary Places"; (6) "Learning Comes Alive at the Cemetery"; (7) "Playing around with Photography"; (8) "Use Your Head: Mind-Challenging Physical Activities"; (9) "Dirt, Worms, Bugs, and Mud: Kids in the Garden"; (10) "Mind Snacks: Recipes for Kitchen Learning"; (11) "The Junior Geographer"; (12) "Cultural Diversity: It's All Relative"; (13) "Behavior for Beginners: A Bit of Psychology"; and (14) "Real Literature: Famous Authors' Books for Kids," containing an annotated bibliography of over 100 books for children. (KB)

ED 450 928 PS 029 270

Peter, Val J.; Dowd, Tom
Boundaries: A Guide for Teens. How To Build Relationships That Protect Your Personal Space and Respect Your Feelings.
PUB DATE- 00
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; *Adolescents; Dating (Social); Emotional Development; Friendship; *Interpersonal Competence; Interpersonal Relationship; Peer Influence; *Peer Relationship; *Self Evaluation (Individuals)

program. The book's introductory section presents a historical overview of family literacy. The remainder of the book is presented in seven chapters: (1) "Why Family Literacy?," defining family literacy, describing components of a family literacy program, and outlining program goals; (2) "Assessing the Need for Family Literacy in Your Community," including sample phone surveys, and the link to welfare reform; (3) "Creating Collaborative Partnerships"; (4) "Program Design and Anticipated Outcomes"; (5) "Elements of Design: Putting the Pieces in Place"; (6) "Strategies for Success"; and (7) "Journey to Success," highlighting testimony before a Senate committee from a former family literacy student. Three appendices describe NCFL projects and program adaptations, provide case study examples of how family literacy programs meet the needs of the welfare-to-work population, and present questions to guide the development of a family literacy action plan. (KB)

ED 450 945   PS 029 293

Connecting Families and Work: Family Literacy Bridges the Gap.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 00
NOTE- 25p.; Sponsored by Toyota Motor North America, Inc., and the UPS Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Early Childhood Education; *Employed Parents; *Family Literacy; *Family Programs; Family (Sociological Unit); *Family Work Relationship; Parent Education; Program Descriptions; Program Effectiveness; Vocational Education
IDENTIFIERS- Program Characteristics; *Welfare Reform; Welfare to Work Programs

Noting that the need for basic skills education among the current labor force cannot be easily met by vocational training alone, this booklet presents the case for family literacy education to improve the skills of unemployed workers and describes the work of the National Center for Family Literacy (NCFL). Family literacy is defined as having four components: (1) adult education; (2) parent time; (3) children's education; and (4) parent and child together time. The booklet argues that family literacy has been shown to be an effective strategy for helping families gain self-sufficiency and presents findings from NCFL research comparing the effectiveness of family literacy programs with that of adult or early childhood education programs delivered in isolation. Further, the booklet discusses how family literacy programs are becoming more work-focused and more infused with practical work experiences to increase their effectiveness for families leaving welfare for work and presents results of studies supporting the work-literacy connection. Descriptions from various family literacy programs across the country highlight how these programs are working to provide outcomes that sustain families and meet the needs of today's employers. The booklet concludes by asserting that family literacy is a welfare-to-work strategy that focuses on strengthening the family unit while helping parents become economically stable. (KB)

ED 450 946   PS 029 294

Creating Partnerships for Learning: Family Literacy in Elementary

Job Training Coordinating Council, the California Department of Education, and the Ford Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Behavior; Child Welfare; Cognitive Development; Emotional Adjustment; Employed Parents; Longitudinal Studies; *Preschool Children; *Program Evaluation; Welfare Recipients; *Well Being
IDENTIFIERS- Welfare Reform; *Welfare to Work Programs

As policymakers have sought to balance the goal of fostering poor children's well-being with that of encouraging adult's self-sufficiency, public assistance has become more predicated on custodial parents' involvement in work or mandatory welfare-to-work programs. This summary report examines the effects of welfare-to-work programs implemented as part of the Job Opportunities and Basic Skills Training Program (JOBS) on the children of adults mandated to participate. The evaluation focused on children's development and well-being in a sample of families with preschool-age children at the start of the evaluation. The findings indicated that the welfare-to-work programs implemented as part of the JOBS program did have significant impacts on children's development, but these impacts were not widespread and were generally small. There were favorable impacts particularly in the area of cognitive development and particularly at one site. There were unfavorable child health impacts, specifically at one site. Findings in the area of children's behavior and emotional adjustment encompassed both favorable and unfavorable impacts. Findings for a subgroup of higher risk families were few and tended generally to be small. Unfavorable impacts were found for children from lower-risk families at three sites. The unfavorable and policy relevant impacts occurred in a concentrated manner and some had moderate to large effect sizes. It was concluded that most children were not adversely affected, and in some cases were helped, by their mothers' participation in a JOBS program. Further follow-up will be important because of the limited unfavorable impacts. (Contains 37 references.) (KB)

ED 450 964 PS 029 317

Anderson, Beckie
Colorado Even Start Progress Report, 1999-2000.
PUB DATE- 00
NOTE- 30p.; For 1998-1999 Progress Report, see ED 438 917.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; *Early Childhood Education; *Early Intervention; Early Parenthood; Elementary School Students; *Family Literacy; Literacy Education; *Parent Education; Parents; Poverty; Preschool Children; Program Descriptions; *Program Effectiveness; Program Evaluation
IDENTIFIERS- Colorado; *Even Start; Family Resource and Support Programs

Even Start programs integrate early childhood education, adult literacy or basic education, parenting education and support, and parent and child time to help break the cycle of poverty and illiteracy. This report describes the Even Start program in Colorado, and includes evaluation questions and methods. The report presents evaluation findings from the third year of implementation of a system of coordinated local evaluations, issues such as domestic violence and gender stereotypes, suicide, social isolation and an absence of legitimate spaces for young people to congregate, and the effect of social class in generating a sense of exclusion. Many of these challenges are more severe for Aboriginal youth. Strategies that address these issues include listening to young peoples' concerns and involving them in community decisions; involving local communities in planning, developing, managing, and providing services and programs; fostering interagency collaboration to replace the current climate of competition between agencies for limited funding; recognizing that the diversity in methods needed to address specific local needs can be fostered by including local people in all stages of program and service provision; and ensuring the sustainability of programs by taking time to develop collaborative processes and designing them to fit funding and support levels. Factors that are likely to facilitate success are the support of schools, students, and the community; addressing local issues rather than departmental priorities; and better coordination at senior department levels. (Contains 32 references.) (TD)

ED 450 981 RC 022 819

Sharing Our Pathways: A Newsletter of the Alaska Rural Systemic Initiative, 1996-1999.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Office of Systemic Reform.
PUB DATE- 99
NOTE- 327p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Alaska Natives; American Indian Culture; *American Indian Education; American Indians; Cultural Education; *Culturally Relevant Education; Educational Change; Elementary Secondary Education; Eskimos; *Rural Education; School Community Relationship; *Science Education
IDENTIFIERS- Alaska; Eskimo Culture; *Indigenous Knowledge Systems; Place Based Education; Systemic Change

In 1995 the National Science Foundation funded the Alaska Rural System Initiative (RSI), a joint effort of the Alaska Federation of Natives and the University of Alaska Fairbanks. Among its goals, the RSI aims to increase the presence of Alaska Native knowledge and perspectives in all areas of science and education in rural Alaska, develop culturally responsive curriculum models consistent with state and national standards for science education, document indigenous knowledge systems, and improve Native students' academic performance and entry into careers in science and technology. Five initiatives--Native ways of knowing and teaching, indigenous science knowledge base, elders and culture camps, culturally aligned curriculum adaptations, and village science applications and careers--were to be implemented over a 5-year period in Alaska's five cultural regions: Inupiaq, Aleut, Athabaskan, Southeast, and Yupik areas. Also, improvements in educational technology infrastructure were to be implemented in all regions concurrently. In 1996, additional funding was received from the Annenberg Rural Challenge to support community-based education and integration of indigenous knowledge into all curricular areas. This document contains 20 consecutive issues of "Sharing Our Pathways," the newsletter of the Alaska RSI, published 1996-99. Articles present reports on the RSI, its principles, and its accomplishments; descriptions of events and activities in each of the five cultural regions; and news of related

Workers in Los Angeles" (Maria Angelina Soldatenko); "'Work Gave Me a Lot of Confianza': Chicanas' Work Commitment and Work Identity" (Beatriz M. Pesquera); "Ambivalence or Continuity? Motherhood and Employment among Chicanas and Mexican Immigrant Women Workers" (Denise A. Segura); "Levels of Acculturation, Marital Satisfaction, and Depression among Chicana Workers: A Psychological Perspective" (Yvette G. Flores-Ortiz); "Engendering a 'Dialectics of Our America': Jovita Gonzalez's Pluralist Dialogue as Feminist Testimonio" (Maria Eugenia Cotera); "Three Stories: Campesinas, Onions, and Granma's Apron" (Mary Helen Ponce); "Mexican Migrants in North Carolina: Maria Salas Shares Her Story" (Margarita Decierdo); "The Synapses of Struggle: Martha Cotera and Tejana Activism" (Mary Ann Villarreal); "'I Wanted To Be Treated as an Equal': Testimony from a Latina Union Activist" (Guadalupe M. Friaz); and "'No se raje, chicanita': Some Thoughts on Race, Class, and Gender in the Classroom" (Gloria J. Romero). (Contains references in most chapters.) (SV)

ED 450 999 RC 022 855

Randall, Teri
The Outreach Sourcebook, Volume 4: Rural Health Demonstration Projects, 1994 to 1997.
PUB DATE- 98
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; Community Health Services; Consortia; Demonstration Programs; Federal Aid; Health Education; Health Programs; *Health Promotion; *Health Services; Medical Education; *Outreach Programs; Professional Continuing Education; Program Descriptions; *Rural Areas; School Health Services
IDENTIFIERS- Access to Health Care

In 1994, the federal Office of Rural Health Policy awarded 3-year outreach demonstration grants to 81 projects to provide direct primary and preventive health care services to rural residents in 42 states and 2 U.S. territories. The outreach grant program allows recipients to test innovative ideas against the persistent problems of rural health care, such as provider shortages, fragmented delivery systems, and geographic isolation. Recipients are required to form a consortium of three or more local institutions to work together toward project goals. Overall, the projects addressed a broad range of rural health care needs. Over half focused on the specific needs of mothers, infants, children, and adolescents. Rural minorities, including Hispanics, African Americans, and Native Americans, were the primary beneficiaries in 25 projects. Twenty-four addressed the needs of the elderly, and seven targeted migrant and seasonal farmworkers, offering bilingual, culturally specific information and services. Twenty-two projects focused their activities in rural schools, which are convenient and effective sites for rural service delivery. Almost every project provided some type of health promotion/education programming for the public. Over 25 percent provided continuing education opportunities to health professionals. Important project elements included volunteerism, use of telecommunications technologies, and provision of mobile services or client transportation. Short descriptions of the 81 projects summarize activities and include innovative features, obstacles encountered, reasons for uninsured children, while enrollment success in Kansas and West Virginia was more modest. However, limited access to care in rural areas remains a concern. Many providers did not participate or were dissatisfied with CHIP or Medicaid because of objections to managed care, administrative burdens, or perceived inadequate compensation. (Contains references in footnotes.) (SV)

ED 451 017 RC 022 687

Howley, Craig B.; Howley, Aimee A.; Shamblen, Steve
The Experience of Rural School Bus Rides.
SPONS. AGENCY- Rural School and Community Trust, Washington, DC.; AEL, Inc., Charleston, WV.
PUB DATE- 01
NOTE- 70p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Bus Transportation; Elementary Education; *Rural Schools; School Surveys; *Student Experience; *Student Transportation
IDENTIFIERS- Home School Proximity; *Rural Suburban Differences; *Travel Time

Despite the sizable literature on school transportation, little information exists about the social and intellectual implications of long bus rides for students and families or the possible negative consequences of school bus rides. This study examined the nature and experience of riding the school bus in rural as compared to suburban locales in five states. A 38-item questionnaire was completed by 1,194 elementary school principals in Arkansas, Georgia, New Mexico, Pennsylvania, and Washington. Each of the following findings was found in at least four of the five states: rural elementary schools were more likely than suburban elementary schools to have longest rides of 30 minutes or more, to have attendance areas greater than 10 square miles, to have bus routes with rougher rides, to be located in a district without a full-time bus supervisor, and to include middle-school or high school students on the same bus runs as elementary students. In three states, rural principals were more likely than suburban principals to associate length of ride with reduced parental involvement, and in all states, principals in schools with longest rides of 60 minutes or more thought that long rides negatively influenced parental involvement. Many other rural-suburban differences were statistically significant in one to three states. Results provide empirical confirmation of the comparatively adverse conditions contributing to rural parents' and communities' concerns about long bus rides. (Contains 37 references and the survey questionnaire.) (SV)

ED 451 018 RC 022 688

Howley, Craig
The Disappearing Local School in Two Appalachian States.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Conference of the Appalachian Studies Association (Linwood, WV, April 1, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Echols, Jean C.; Kopp, Jaine; Blinderman, Ellen
Elephants and Their Young: Science and Math Activities for Young Children. Teacher's Guide.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 96p.; Written with Kimi Hosoume. Inside cover title: "Elephants and Their Young: Teacher's Guide. Preschool-1."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anatomy; Animals; Conservation (Environment); Ecology; Elementary Education; Habitats; Handicrafts; *Lesson Plans; Mathematics Activities; Mathematics Education; *Science Activities
IDENTIFIERS- *Elephants; *Great Explorations in Math and Science

This book contains a series of playful activities in which young children actively learn about the African elephant's body structure, family life, and social behavior. Children make model elephants out of paper and cardboard, then devise elephant puppets with sock trunks as well as create models of elephant's ears, trunks, tusks, make elephant sounds, and sing the elephant song. Students gain insight into how elephants live in the wild as they role play using their trunks while foraging for food and searching for water. Children are also introduced to elephant conservation efforts. The activities introduce developmentally appropriate concepts in mathematics and science to young children, building a solid foundation for future learning. Mathematics is strongly integrated throughout the unit as children compare themselves to baby elephants in body size, foot size, and weight. Basic physical science learning takes place as children weigh objects and explore several water-related activities. Dramas and role playing encourage vocabulary development and oral and written communication skills. (SAH)

ED 451 040 SE 064 583

Moutray, Carol L.; Klenner-Moore, Jayne
Guiding Preservice Teachers through the Internet and Technology Media for Science Instruction.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Stop Surfing-Start Teaching National Conference (February 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; *Internet; Mass Media Use; *Preservice Teacher Education; Preservice Teachers; Science Education

In a science methods course for elementary teachers, an education professor and technical instructor collaborated to provide preservice teachers with skills to expand their knowledge of the Internet and understand its use as an instructional tool. Students learned searching techniques and how to critically evaluate web resources. Educational principles and curriculum design were concurrently presented. After participating in the development of a science unit using the Internet, students were required to combine technology with science content to create

ED 451 065   SE 064 627

Tracy, Dyanne M.; Fanelli, Beverly H.
Teaching Money Concepts: Are We Shortchanging Our Kids?
PUB DATE- 00
NOTE- 16p.; Contains color picture that probably will not photograph well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Manipulative Materials; Mathematics Instruction; *Monetary Systems; Primary Education; Teaching Methods; *Visualization
IDENTIFIERS- Money

Most primary teachers struggle to convey the proper values of coins with ineffective instructional materials. This study aimed to create a more developmentally appropriate money model for students in grades K-3. Instruction included concrete and visual money models. The paper also presents a proportional model of money and creates a visual representation of coin equivalents to address the frustrations of both students and teachers. Implications for teachers and suggestions for classroom activities are discussed. (ASK)

ED 451 066   SE 064 628

8th Grade Direct Mathematics Assessment Toolkit. Revised 2000.
PUB DATE- 00
NOTE- 18p.; For 4th grade Toolkit, see SE 064 629. Developed by the Idaho Direct Mathematics Assessment Steering Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Methods; Grade 8; Junior High Schools; Mathematics Achievement; Mathematics Instruction; Measures (Individuals); *Problem Solving; *Scoring; Testing
IDENTIFIERS- Idaho

The purpose of the Idaho Direct Mathematics Assessment (DMA) is to measure Idaho students' mathematical problem-solving skills, including their ability to apply basic skills to problem-solving situations as stated in the Idaho Achievement Standards document. Problem solving is valued as an essential tool for success in a complex, modern world. The DMA provides valuable information about students' basic skill levels and their ability to effectively apply and communicate mathematical processes and strategies, creative thinking, and decision-making. The data collected as a result of this assessment assists in the development of curriculum and instructional strategies and improves student achievement. This document contains the DMA eighth grade assessment toolkit for educators to use in their classrooms. Essential knowledge, processes, and skills for eighth grade students are listed. Scoring information is also provided. (ASK)

ED 451 067   SE 064 629

4th Grade Direct Mathematics Assessment Toolkit. Revised 2000.
PUB DATE- 00
NOTE- 79p.; For 8th grade Toolkit, see SE 064 628. Developed by the Idaho Direct Mathematics Assessment Steering Committee.
LANGUAGE- English

Foreign Countries; Naturalistic Observation; Reggio Emilia Approach; *Visual Arts; Young Children
IDENTIFIERS- Australia; MacQuarie University (Australia); Teaching Research; Thematic Analysis

This case study of artist/researcher Ursula Kolbe was undertaken in 1998 to extend understanding of the complexity of the process of teaching and learning in respect to children's interactions with visual arts materials. The following questions prompted the research: how does a teacher who is also an artist work with young children? and does a background in visual arts influence a teacher's orientation toward children's graphic and three-dimensional work in the way that teacher interacts with children? Data were collected by observation of Kolbe's interactions with children aged 20 months to 6 years at the Institute of Early Childhood, a school at Macquarie University in Sydney, Australia. Coding patterns of interaction that appeared in transcripts from the audiotaped interactions enabled the researcher to identify the recurrent themes of Kolbe's practice. Interviews with Kolbe allowed perspectives, rationale, and approaches to be clarified. Identification of recurrent themes resulted in the selection of four key principles: (1) furthering skills in visual discrimination and enhancing the aesthetic qualities in children's work; (2) ensuring that physical conditions support exploration; (3) recognizing and acknowledging children's conceptual interests in graphic and three-dimensional work; and (4) extending children's work in visual education. This case study provides an insight into the way an Australian teacher, with a background in the visual arts and a strong interest in the Reggio Emilia approach, works with young children. (Contains 13 references.) (BT)

ED 451 088   SO 032 105

Weate, Amanda M.
A Foucauldian Report on Standards and Testing in Art Education Curriculum.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual InSEA World Congress (30th, Brisbane, Australia, September 21-26, 1999). This project has been assisted by the Commonwealth Government through the Australia Council for the Arts, its art funding and advisory body. An extended version of this paper first appeared in "Contemporary Issues in Early Childhood," volume 1, number 2, 1999. Copyright: Triangle Press.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Agenda Setting; *Art Education; *Educational Policy; Elementary Secondary Education; Foreign Countries; Literature Reviews; *National Curriculum; *National Standards; *Testing
IDENTIFIERS- *Australia; Educational Issues; Foucault (Michel)

This paper begins with the following quote from Michel Foucault: "People know what they do; they frequently know why they do what they do; but what they don't know is what what they do does." The context of the paper and the policy directions considered encompass the past decade and take the National Curriculum as an intervention in curriculum that rehabilitated standards to signify the neoconservative, restorationist, or neocorporate agenda that replaces and works against the progressivist education of the 1960s and 1970s. Although the

Bibliography." The sample course outline (which serves as the basis for a more detailed course syllabus) is based on a 13-week, 3-hour weekly schedule. Several themes would be amplified, and under each theme a set of readings and classroom activities would be assigned. The preliminary bibliography is extensive and separated into Egypt Resources and Israel Resources. It contains listings for books and monographs, professional journals, popular periodicals, Web-based resources, and video programs. (BT)

ED 451 108   SO 032 623

Bosso, David
Understanding the Palestinian-Israeli Conflict: A Historical and Religious Perspective. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Egypt and Israel).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; *Curriculum Development; Foreign Countries; *Historical Interpretation; *Political Issues; Religious Conflict; *Religious Factors; Secondary Education
IDENTIFIERS- *Palestinian Israeli Conflict

In light of on-going strife in the Middle East, particularly in Palestinian-Israeli relations, it is intriguing to note how relatively unaware many Americans are of the historical and religious framework from which much of the conflict derives. In addition, the perception of many Americans of current Palestinian-Israeli relations has been tainted by media portrayals and cultural misunderstandings of Middle Eastern culture, perhaps due to the lack of in-depth study. This curriculum unit examines 20th century Palestinian-Israeli issues from a wider historical and religious perspective so as to foster a greater understanding and appreciation for the conflict and culture beyond news flashes and stereotypes. The unit contains a series of six lessons, designed for secondary education classes, that introduce the main topics and factors that have contributed to the current situation. Objectives, a brief background, and suggested strategies are offered for each lesson. A glossary of useful terms and a 29-item list of suggested sources are also included. The six lessons include: (1) "Introduction to Palestinian-Israeli Relations"; (2) "Islam: Origins, Beliefs, and Practices"; (3) "Spread of the Islamic Empire"; (4) "Judaism: Origins and Early History"; (5) "Zionism, Anti-Semitism, and the Creation of Israel"; and (6) "The Day After and a Half-Century of Conflict." (BT)

ED 451 109   SO 032 624

Torney-Purta, Judith; Lehmann, Rainer; Oswald, Hans; Schulz, Wolfram
Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen. Executive Summary.
PUB DATE- 01
NOTE- 21p.; Funding provided by the Deutsche Forschungsgemeinschaft (DFG or German Science Association) in a grant to the Humbolt University of Berlin and by the William T. Grant Foundation of New York in a grant to the Department of Human Development at the University of Maryland.

Education; Inservice Teacher Education; Partnerships in Education; *Politics of Education; *Preservice Teacher Education

IDENTIFIERS- *Ireland; *Northern Ireland

This paper examines teacher education issues in Northern and Southern Ireland, setting the scene for an invitational conference for teacher education professionals. It begins by discussing such key issues as the desire to: contribute, help set the scene, help set the scene for teacher education professionals, and help set the scene for teacher education professionals in Ireland. Seven conference objectives include: launching professional discourses about policy in Ireland and the wider European community; addressing issues of difference between the Northern and Southern systems; and identifying possible shared initiatives. The paper discusses current practice and concerns and emerging futures, noting how Ireland differs from England and Wales and examining the development of three working groups to address: teacher competencies; courses, cooperation, and initial teacher training (ITT) structures; and the coordination of ITT, induction, and early inservice training. It also discusses partnerships between schools and higher education institutions, current practice in teaching, and current practice in research. It examines current concerns such as the relationship between personal development and institutional development, the role of the Irish language in the Northern and Southern systems, and the funding of teacher education in the North. It concludes by examining issues of difference, commonalities, and complementaries. (SM)

ED 451 131 SP 039 526

Chaska, Karol K.

Illinois Teacher Salary Study, 1999-2000.

PUB DATE- 00

NOTE- 282p.; Produced by the Illinois State Board of Education, Research Division.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Contract Salaries; Elementary Secondary Education; Fringe Benefits; School Districts; Special Education; Tables (Data); Teacher Employment Benefits; *Teacher Salaries; Vocational Education

IDENTIFIERS- *Illinois

This study examines the Illinois teacher salary schedule, fringe benefits, and contract provisions by school district, special education cooperative, and area vocational center. It also presents a statewide analysis. Information comes from the 1999-00 Illinois Teacher Salary Study completed by superintendents in all Illinois school districts and directors of special education cooperatives and area vocational centers. Scheduled salaries reported are for the regular school year for regular teaching duties and include the teacher recruitment contribution. Information also comes from the Teacher Service Record Form, completed annually by district superintendents and directors of special education cooperatives and area vocational centers. This salary is the compensation reported as earnings to the Teachers' Recruitment System of full-time elementary, secondary, and special educators. Six sections examine: (1) "Statewide Results"; (2) "Statewide Summary Tables by District Type and Size"; (3) "Individual Districts' Salary Schedule and Selected Policy/Provision Information"; (4) "Individual Area Vocational Centers' Salary Schedule and Selected Policy/Provision Information"; (5) "Individual Special system, skin, and digestive system; nutrition and HIV; special concerns of women and HIV; and infants, children, and HIV. Appendixes include a quiz answer guide; glossary of terms; explanations of universal and secondary health precautions; infection control recommendations; HIV disease progression; chart of common HIV-related disorders; signs and symptoms of AIDS-related disorders; and solutions to nutritional problems common to AIDS. (SM)

ED 451 150 SP 039 824

Maney, Dolores W.; Theodorou, Elena; Vasey, Joseph J.
A Pilot Study of an Alcohol Education Intervention Targeting the Frequently Binge-Drinking College Student.
SPONS. AGENCY- Pennsylvania State Univ., University Park. Coll. of Health and Human Development.
PUB DATE- 01
NOTE- 34p.; Portions of paper presented at the Annual Meeting of the American School Health Association (73rd, Kansas City, MO, October 24-31, 1999) and at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Orlando, FL, March 21-25, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcohol Education; College Students; *Drinking; Health Behavior; Higher Education; Knowledge Level; Student Attitudes; Student Behavior
IDENTIFIERS- *Binge Drinking; Psychosocial Factors; Risk Taking Behavior

This paper describes a study that tested the effects of an educational intervention on the alcohol-related knowledge, normative beliefs, attitudes, and psychosocial skills of high-risk drinking college students. Knowledge items measured cognitive awareness of alcohol risks. Normative beliefs and attitude measures reflected misperceptions of others' drinking. Psychosocial skill measures entailed perceived ability to intervene during an alcohol emergency and personal skills to refuse alcohol. These specific variables were deemed important to the health, well-being, and academic achievement of college students, especially frequently bingeing students who may be at high risk for alcohol-related problems. The research was conducted in two phases: a baseline measure to identify binge drinkers and a pretest and posttest intervention study that entailed delivering and evaluating an alcohol education program for the identified sample of 234 binge drinkers. The intervention study entailed a two-group, quasi-experimental design to test the effects of a 10-hour alcohol education intervention on alcohol-related knowledge, normative beliefs, attitudes, and psychosocial skills of high-risk, bingeing students. Results indicated that posttest, intervention students had greater knowledge scores and higher perceived ability to intervene during an alcohol-related emergency than did control group students. (Contains 32 references.) (SM)

ED 451 151 SP 039 825

Campbell-Rush, Peggy
I Teach Kindergarten! A Treasure Chest of Teaching Wisdom.
PUB DATE- 00
NOTE- 161p.
LANGUAGE- English

This book shows aspiring teachers how to target their skills and experiences to the needs of a particular school, explaining that the hiring process is flawed, operating in a manner that seldom produces the candidate best suited to the particular needs of the school or district. The book suggests that candidates for teaching jobs, even those with experience, rarely possess the skills required to make the best impression on administrators who read their cover letters and resumes and conduct their interviews. The book describes a step-by-step process for job seekers which includes: finding and identifying openings; conducting research about schools and districts; using the Internet to find the best matches; conducting a campaign targeted to the needs of specific schools; preparing effective resumes and cover letters; creating effective portfolios; getting ready for the interview; having a successful interview; following up on the interview; special considerations for applying to private, public, and parochial schools; and advice for those returning to teaching or changing careers. (SM)

ED 451 170   SP 039 847

Peters, William H.
Teacher Education Ownership as an All University/School Responsibility: Making It Happen at a Research I University.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cooperative Planning; Higher Education; *Partnerships in Education; *Preservice Teacher Education; Program Development; Reflective Teaching; Secondary Education; Teacher Collaboration

This paper describes the development of a secondary education collaborative model leading to the redesign of the secondary education preservice teacher preparation program at one university. To initiate the collaboration, an invitational conference was held which included representatives of all stakeholders in secondary teacher preparation (school and university teachers and administrators). The resulting Secondary Education Collaborative included 45 people from the conference. The organizational structure included a nine-member proposal planning committee which proposed a four-phase, field-based program (self-directed experiences with adolescents; understanding teaching and schools in modern society; developing skills to meet the needs of society and students; and developing and demonstrating skills to organize content and technology for use in classrooms). Groups of school and college faculty developed curriculum modules to address six areas determined most problematic for beginning teachers (e.g., motivation, instructional strategies, and teaching ethics). The program was evaluated throughout its developmental phases and during implementation. Results affirm the effectiveness of the framework, the content, the coursework, and collaboration. The partnership resulted in a program that teaches students to become reflective practitioners and make decisions about instruction based on research and best practice. (Contains 21 references.) (SM)

It also examines additional research studies from 1990 to the present. The standards emphasize: choosing and developing assessment methods appropriate for instructional decisions; administering, scoring, and interpreting the results of externally produced and teacher produced assessment methods; using assessment results when making educational decisions; developing valid student grading procedures which use assessments; communicating assessment results to students, parents, and other lay audiences and educators; and recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of information. Three methods have been used to investigate teachers' knowledge and use of assessment: surveys of teacher attitudes, beliefs, and practices; tests of assessment knowledge; and reviews of teachers' assessments themselves. Teachers appear to do better at classroom applications than at interpreting standardized tests. They lack expertise in test construction, and they do not always use valid grading procedures. Few teachers provide criteria for grading or examples of student work ahead of time, and few involve students in creating criteria. Most studies have concluded that teachers need more instruction in assessment. (Contains 39 references.) (SM)

ED 451 190   SP 039 873

Pilcher, Janet K.
The Standards and Integrating Instructional and Assessment Practices.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Elementary Secondary Education; Evaluation Methods; Higher Education; Performance Based Assessment; Preservice Teacher Education; *Student Evaluation
IDENTIFIERS- Social Constructivism

In constructivist learning environments, assessment becomes part of the pedagogical process rather than remaining isolated from instruction, thus enhancing learning. Teachers express concern about being too subjective when implementing performance assessments in their classrooms and need specific training to modify traditional beliefs. Social constructivist learning theory suggests that development and learning are social processes which emphasize that all students can learn. Classroom assessment uses must be changed by: modifying traditional belief systems attached to measurement-driven classroom assessment and changing the form and content of assessments to align the purpose of improving learning for all. In social constructivist environments, teachers enhance learning by encouraging students to problem solve rather than using assessment for punishment and reward. Productive instructional assessment involves aligning assessment with the purposes of instruction. Assessment tools must relate to the task at hand. Validity should be taught from the perspective of decisions made instead of more psychometric viewpoints. Defining validity shifts from focusing on assessment for measurement to assessment for instruction. Applying student's withdrawing or failing a course. Logistic regression is a well-suited analysis technique when a dichotomous dependent variable is involved because the logit transformation allows for direct linear comparisons of the effect different indicators have on the outcome. Logistic regression also aids in defining quantitatively the combination of predictors that leads to varying degrees or probabilities of the outcome variable. Applying the approach to identifying high-risk students in educational settings is especially practical. (SLD)

ED 451 211 TM 032 438

Hwang, Dae-Yeop
Issues in Predictive Discriminant Analysis: Using and Interpreting the Leave-One-Out Jackknife Method and the Improvement-Over-Change "I" Index Effect Size.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (24th, New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Discriminant Analysis; *Effect Size
IDENTIFIERS- *Jackknifing Technique; *Predictive Discriminant Analysis

Prediction of group membership is the goal of predictive discriminant analysis (PDA) and the accuracy of group classification is the focus of PDA. The purpose of this paper is to provide an overview of how PDA works and how it can be used to answer a variety of research questions. The paper explains what PDA is and why it is important, and it presents an example of PDA that uses the leave-one-out method and interpretation of the "I" effect size proposed by C. Huberty and L. Lowman (2000). An illustrative data set is used to make the discussion concrete and accessible to applied researchers. (Contains 4 tables and 13 references.) (Author/SLD)

ED 451 212 TM 032 440

School District Profiles, 1998-99.
PUB DATE- 01
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Educational Trends; Elementary Secondary Education; Enrollment; *Profiles; School District Size; *School Districts; School Personnel; School Statistics; Tables (Data)
IDENTIFIERS- *Minnesota

This document is the 26th in a series that presents data on school districts in Minnesota in the areas of enrollment, staffing, and finance. Since 1994-1995, data has been presented as per average daily membership, but before that, weighted average daily membership was used. Increases in student enrollment in Minnesota began with the 1985-1986 school year and continued through 1999-2000, but at a reduced rate. Enrollment in 1998-1999 totaled 846,664 average daily membership. These students are enrolled in districts that vary greatly in size, but the 10 largest districts enrolled almost results and expert opinions support the continued integration of technology into schools and classrooms? If so, what is known from research and best practices about how to integrate technology into classrooms to achieve improved student learning? and What professional development is needed for integration of technology? This policy brief examines information supporting the variety of views--both negative and positive--and attempts to interpret that information in a meaningful way. Six steps for designing quality professional development are recommended, and guidelines for technology implementation are highlighted. (AEF)

ED 450 724   IR 057 884

Harum, Susan, Ed.; Twidale, Michael, Ed.
Successes & Failures of Digital Libraries. Papers Presented at the Annual Clinic on Library Applications of Data Processing (35th, Champaign, Illinois, March 22-24, 1998).
PUB DATE- 00
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; *Electronic Libraries; Higher Education; Information Systems; Library Automation; Library Development; Library Services; Online Systems; Research and Development; Technological Advancement
IDENTIFIERS- Digital Communications; Digital Technology; University of Illinois Urbana Champaign

This clinic's goal was to address questions arising during the process of transition from theory and research development to deployed useful and usable (and used) digital library systems. The idea was to use the Digital Libraries Initiative (DLI) based at the University of Illinois at Urbana-Champaign and entering its final year, as a detailed case study from which to derive these questions in order to serve as a resource for future digital library activities. The focus on the DLI was complemented by external invited speakers giving a wider perspective. Following an introduction by conference co-chairs Susan Harum and Michael Twidale is the keynote address (Stephen M. Griffin), "NSF/DARPA/NASA Digital Libraries Initiative: A Program Manager's Perspective." Presentations include: "Update on the Networked Digital Library of Theses and Dissertations" (Edward A. Fox); "Processing and Access Issues for Full-Text Journals" (William H. Mischo and Timothy W. Cole); "Federated Search of Scientific Literature: A Retrospective on the Illinois Digital Library Project" (Bruce Schatz, William Mischo, Timothy Cole, Ann Bishop, Susan Harum, Eric Johnson, Laura Neumann, Hsinchun Chen, and Dorbin Ng); "From Usability to Use: Measuring Success of Testbeds in the Real World"; (Laura J. Neumann and Ann Peterson Bishop); "Semantic Issues for Digital Libraries" (Hsinchun Chen); "Technology Transfer in a Public University" (Robert Wedgeworth); "A Publisher's Perspective: More Successes than Failures" (Tim Ingoldsby); "Lessons Learned from Full-Text Journals at OCLC" (Thomas B. Hickey); "The Future of Annotation in a Digital (Paper) World" (Catherine C. Marshall); and "Give Me Documents or Give Me Death: A Millennial Meditation on Documents and Libraries (David M. Levy). Includes an index. (AEF)

ED 450 725   IR 057 981

IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000).

literacy in the section's newsletter, and a plan to develop guidelines for libraries in promoting literacy activities. (MES)

ED 450 745 IR 058 001

Connolly, Pauline
Is There a Need for a Library Twinning Focal Point? The IFLA Twinning Project and Beyond.
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; *Databases; International Organizations; International Programs; *Library Associations; *Library Cooperation
IDENTIFIERS- International Federation of Library Associations; *Partnerships in Library Services

This paper discusses the experiences of the IFLA (International Federation of Library Associations and Institutions) Twinning Project, an international twinning database developed and maintained by the IFLA Programme for Universal Availability of Publications, which acts as a kind of "dating agency" aiming to match partner libraries as closely as possible, based on the benefits they are seeking from the partnership and the benefits they can offer to the partner. The first section provides background on the project, including areas covered by the questionnaire used to collect information from participating libraries, obstacles in identifying suitable matches, and difficulties experienced by the libraries pursuing twinning arrangements. The second section summarizes recent initiatives, including reorganization of the database, promotional leaflets, use of IFLANET to advertise libraries, participation in the ALA (American Library Association) conference, a proposed article for "American Libraries," and cooperation with the Sister Libraries project. The third section describes: routine database maintenance and procedures followed for each of the library questionnaires received; feedback from participating libraries; and alternative ways for libraries to fulfill their objectives, e.g., exchange of ideas of library practice, interlibrary loans, exchange of catalog records, increasing cultural awareness, donation of library materials, and exchange of staff. (MES)

ED 450 746 IR 058 002

Cook, Colleen; Heath, Fred; Thompson, Bruce
A New Culture of Assessment: Preliminary Report on the ARL SERVQUAL Survey.
PUB DATE- 00
NOTE- 10p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Services; *Research Libraries; Student Surveys; Teacher Surveys; *User Satisfaction (Information); World Wide Web

historically black townships. The focus of the study is project work, which an earlier ethnographic field study confirmed to be a useful window through which to view teachers' information literacy. Preliminary analysis of the data shows that most of the teachers, even in the relatively well-endowed schools of the circuit, use very few resources. Very few plug into the library and other information networks of the city. It is suggested that some of the projects are projects in name only, because teachers filter new concepts and methodologies through their own conceptions of what good teaching and learning are. Moreover, it seems that an understanding of the philosophy of project work is as important as the availability of a wide range of learning materials. One of the lessons for information literacy education is the realization that some of the more exciting work uncovered in the study exploited resources within the surrounding community, however impoverished that might be. The paper concludes with some suggestions for teacher development programs. (Contains 17 references.) (MES)

ED 450 768   IR 058 024

Haycock, Ken
The Congress on Professional Education in North America.
PUB DATE- 00
NOTE- 15p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); Higher Education; *Librarians; Library Associations; *Library Education; Library Science; *Professional Continuing Education; *Professional Development; Standards
IDENTIFIERS- American Library Association

In order to chart a course for the future development of professional librarians, the American Library Association (ALA) sponsored a Congress on Professional Education in 1999 to examine critical issues related to graduate education. Issues centered around university education generally, library and information studies (LIS) education specifically, and the perspective of the profession at large. More than 150 invited delegates were named from a wide variety of professional associations and other groups to ensure diversity of experience and commitment to continuing dialog and change. Recommendations were made to define the scope, content, and values of the profession, to establish and apply standards for accreditation of graduate programs, to enable credentialing and continuing education, to position librarianship as the 21st century profession, to continue the dialog between LIS educators and practitioners, and to recruit, educate, and place students from diverse populations. ALA subsequently established task forces to deal with the major issues identified by the Congress and assigned other recommendations to specific committees and units within the organization. The ALA Executive Board and Council are monitoring implementation. A second Congress on Continuing Education is planned for November 2000. (Contains 28 references.) (Author/MES)

ED 450 769   IR 058 025

Higgins, Susan E.; Khoo, Christopher S. G.

community-wide partnership; (7) identify smart community champions; and (8) develop a business plan. The appendix presents examples of smart community developments in Canada, France, and Scotland. (MES)

ED 450 789   IR 058 045

Segal, Judith A.
Collaboration between Theory and Evidence-Based Practice--Two Cultures: Librarians and Professors.
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Case Studies; Higher Education; *Librarians; *Library Associations; Salaries; *Theory Practice Relationship
IDENTIFIERS- *Association Role; Faculty Status; Historical Background

This paper addresses the struggle of librarians for academic recognition. It is based on a case study of a grassroots library association, the Library Association of the City Colleges of New York (LACCNY), striving for academic rank, as well as a review of the theories of associations. The history of LACCNY from 1939 to 1965 is summarized, noting that during this time that association vigilantly, consistently, and ineffectively sought teaching faculty salary and rank parity for its academic librarian members. Research and theories about the role of professional associations are examined in relationship to the activities of LACCNY. (Contains 14 references.) (MES)

ED 450 790   IR 058 046

Shanhong, Tang
Knowledge Management in Libraries in the 21st Century.
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Human Resources; *Information Management; *Information Technology; *Library Administration; *Library Development; Library Personnel; *Library Services; Organizational Change; Personnel Management
IDENTIFIERS- Chief Information Officers; *Knowledge Management

This paper begins with a section that describes characteristics of knowledge management in libraries, including: human resource management is the core of knowledge management in libraries; the objective of knowledge management in libraries is to promote knowledge innovation; and information technology is a tool for knowledge management in libraries. The second section addresses the content of knowledge management in libraries, including knowledge innovation management, knowledge dissemination management, knowledge application management, and human resources management. The third section discusses (surveys, focus groups, counting stuff, evaluation rubrics); Data analysis (identifying strengths, identifying concerns, identifying recommendations); The written report; Using a consultant as an evaluator; Communicating the findings; and Follow-up. With this booklet, the following documents are provided: sample of a completed self-study; set of tools (surveys, rubrics, and miscellaneous checklists); and template for a self-study. Selected resources for library media program assessment tools are also included. (AEF)

ED 450 810 IR 058 084

McClure, Charles R.; Eppes, Francis; Bordonaro, Gaelynn Wolf; Smith, Bruce
Creating Stability and Equity in Michigan Public Libraries: Ending the Crisis.
PUB DATE- 01
NOTE- 262p.; With the assistance of Denise Kleinman, Bruce T. Fraser, and John Carlo Bertot. "Final report to the Michigan Public Library Funding Initiative Group (PLFIG), Kalamazoo, Michigan."
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Library Development; *Library Funding; Library Planning; *Library Statistics; *Public Libraries; State Action; *State Aid; State Programs; Statewide Planning; *Strategic Planning
IDENTIFIERS- *Michigan

There is significant inequality in funding public libraries in Michigan, and there is every likelihood that there will be increased instability in that funding if action is not taken immediately. The objectives of this study included the following: provide an analysis of how public libraries in Michigan are currently funded; identify current threats to revenue streams and comment as appropriate; conduct a policy analysis of existing statewide laws affecting the funding of Michigan public libraries; describe the funding relationships between library cooperatives and public libraries and how such funding relationships might evolve in the future; provide a means of dealing with covering the cost of inflation when considering any funding formula for public libraries and cooperatives; identify existing funding models in other states that could be adapted to Michigan; and initially, develop a strategy to gain the support of public libraries throughout the state and subsequently, the state legislature for the recommended funding model. The overall goal of the study was to recommend possible approaches for addressing the specific funding problems identified through the research and outline a strategy for the systemic implementation of potential solutions. Findings suggest that there is considerable support for a combined short-term and long-term strategic effort. Public libraries in Michigan need immediate and significant relief as soon as possible, but they also need a long-term strategy to address a range of legal/statutory problems. Chapters are: (1) Introduction; (2) The Current Context of Michigan Public Library Funding; (3) Examining Peer State Public Library Funding; (4) Michigan Law Summary; (5) Survey Data Analysis; (6) Site Visits; and (7) Developing a Strategic Plan for Equitable and Stable Public Library Funding. Appendices include: funding issues report; Finance Study Committee Report to PLFIG; Valuation of a Mill Across Michigan table; Public Library Reliance on Voted Millage table; Penal Fine Reliance (1999) table; Michigan Cooperative Library that they can be carried out when operationally assigned. To strengthen and implement a comprehensive staff development program, the college will incorporate its emphasis on the code of ethics into staff development, develop comprehensive programs to meet Individual Professional Development Plans, and create training programs to address new college/campus/unit/department initiatives. Additionally, PBCC will strive to integrate current technology into all aspects of the college. (JA)

ED 450 830 JC 010 205

Brain Gain 2010: Building Oklahoma through Intellectual Power.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Attendance; Degrees (Academic); Educational Planning; *Enrollment; Higher Education; *Long Range Planning; Organizational Objectives; *Strategic Planning
IDENTIFIERS- *Oklahoma

The report discusses Brain Gain 2010, a strategic plan to increase the proportion of Oklahoma's population with college degrees. National figures show that states with the greatest economic success have the highest percentages of college-educated citizens. Currently, Oklahoma ranks in the bottom one-third of all states for the educational attainment of its citizens, and, consequently, for its economic performance. Brain Gain 2010 calls for 28 percent of Oklahoma's population age 25 and older to hold a bachelor's degree or higher by 2010, and 10 percent of Oklahoma's population to hold an associate degree. In 1996, 20.1 percent held a bachelor's degree or higher and 5.0 percent held an associate degree. The Regents will seek to increase the proportion of Oklahomans with an associate degree or above by: (1) undertaking a comprehensive strategy to increase the number of Oklahomans who earn a college degree; (2) working with other state leaders to develop strategies to keep more Oklahoma graduates in Oklahoma; and (3) working with other state leaders to attract to Oklahoma college degree holders from outside the state. (JA)

ED 450 831 JC 010 206

Integrated Strategic Plan.
PUB DATE- 98
NOTE- 49p.; This Integrated Strategic Plan is the final version for 1998.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Accountability; *Educational Planning; *Educational Quality; Higher Education; *Statewide Planning; Strategic Planning
IDENTIFIERS- *Missouri

This report describes Missouri's Blueprint for Higher Education and the strategies that will achieve the system's goals of access, quality, and efficiency. One goal is to ensure financial access to an affordable system of higher education, with universal access to the 13th and 14th years of education. Strategies include: (1) identifying student populations that do not have adequate financial access and suggesting alternative

Community college transfers generally outperform first-time freshmen in terms of grade point average (GPA) but lag slightly behind other transfer students. Appendices contain student enrollment and transfer data tables. (JA)

ED 450 851 JC 010 234

Closing the Gaps by 2015: Participation, Success, Excellence, Research. Texas Higher Education Plan.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Objectives; Educational Planning; *Higher Education; *Long Range Planning; *Statewide Planning; Strategic Planning
IDENTIFIERS- *Texas

This Texas higher education plan outlines the goals of closing the gaps in higher education participation and success, in educational excellence, and in funded research over the next 15 years. Major goals include the following: (1) closing the gaps in participation rates across Texas to add 500,000 more students; (2) increasing by 50 percent the number of degrees, certificates and other identifiable student successes from high quality programs; (3) substantially increasing the number of nationally recognized programs or services at colleges and universities in Texas; and (4) increasing the level of federal science and engineering research funding to Texas institutions by 50 percent to $1.3 billion. Targets and strategies for each goal are provided, as is an overall vision for Texas higher education. One of the strategies for the state for closing the gaps in participation is to make the Recommended High School Program the standard curriculum in Texas public high schools and require it for admission to Texas public universities by 2008. To assure progress towards these goals, the state can develop benchmarks and measures to assess progress toward goals of the plan by each institution and by higher education as a whole. To help increase participation in higher education for all Texans, the amount of grants and scholarships must be increased. (JA)

ED 450 852 JC 010 236

Student Preferences for Alternative Course Delivery Options. Report #116.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Distance Education; Educational Improvement; Graduate Surveys; Nontraditional Education; *Student Attitudes; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Community College of Philadelphia PA

This report summarizes the results of a graduate survey on their preferences for alternative methods of course delivery, preferences for weekly class schedules, and assessments of distance learning courses. The 1999 Community College of Philadelphia graduates were presented with several possible scheduling options which they were asked to designate as appealing or otherwise. Accelerated degree programs, in which students would have an opportunity to earn a degree in a shortened period of time, appealed to more than half (55.3%) of

Descriptions; Program Development; Program Evaluation; Program Implementation; Public Opinion
IDENTIFIERS- *Anecdotes; Public Awareness; *Smart Start NC

Launched in 1994, Smart Start is the statewide early childhood initiative in North Carolina designed to ensure that every child "arrives at school healthy and ready to succeed." This guide provides a practical reference to the lessons learned from Smart Start as the program was developed and experienced from the local county partnership perspective. The guide documents program implementation at the local level during its first 5 years. Information for the guide was gathered from surveys, interviews, and focus groups of Smart Start executive directors. Experiences of local leaders are presented in the form of stories and "lessons learned" that are organized around the major challenges facing each local partnership organization. These challenges include board leadership, planning, services development, organizational development, community collaboration, resource development, evaluation, communications, and public awareness. Each chapter in the guide focuses on one of these themes and contains background information on state policy and practice before highlighting the local perspective. Brief case studies are included within each topic. The chapters conclude with a set of key lessons for each topic. The guide concludes by considering Smart Start's future as North Carolina's political leadership changes, how Smart Start fits in with other early childhood issues in the state, local implementation of the initiative, and how the program is likely to change. (KB)

ED 450 872 PS 028 893

Wheeler, Myrl, Ed.
Idaho's Blueprint for Early Learning: "The Essential Elements."
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Day Care; Early Childhood Education; *Educational Quality; Instructional Effectiveness; Program Evaluation; Self Evaluation (Groups); *State Standards
IDENTIFIERS- *Day Care Quality; Idaho; *Program Characteristics

Designed to provide information related to quality early care and education services for providers, policy makers, and clients in Idaho, This "blueprint" outlines the nine essential elements for best practices in early care and education settings. The document is presented in three parts. Part 1 delineates standards and indicators in nine areas: (1) effective administration and business practices; (2) early care and education staff; (3) positive relations; (4) program for child development and learning; (5) continuity for children and families; (6) environments for learning, health, and safety; (7) health promotion; (8) family involvement; and (9) inclusion practices. Part 2 of the document presents a glossary of relevant terms. Part 3 discusses the public comment process for the proposed blueprint and notes that over 130 comments were considered in the final version of the blueprint. The Evaluation tool is included. The document concludes with a 20-item bibliography that includes Web sites. (KB)

ED 450 873 PS 028 928

and practices; (6) evaluation methods; (7) family involvement in children's education; (8) family literacy; (9) family structure and functioning; (10) health and nutrition; (11) home/school continuities and discontinuities; (12) home visiting; (13) infants and toddlers; (14) information technology; (15) instrument development and validation; (16) language and emergent literacy; (17) long-term effects of early intervention; (18) maternal mental health; (19) parenting/parent attitudes; (20) promoting mental health; (21) quality of early care and education; (22) research partnerships with communities; (23) school readiness; (24) school transitions; (25) social/emotional development; (26) staff development; (27) understanding neighborhood and community influences; and (28) welfare reform and impact on children and families. Four appendices include a list of the cooperating organizations and peer reviewers, a subject index, and a directory of participants. (KB)

ED 450 891   PS 029 233

Morgan, Gwen; Elliott, Kim; Beaudette, Christine; Azer, Sheri
Non-Licensed Forms of Child Care in Homes: Issues and Recommendations for State Support.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; *Day Care; Definitions; Early Childhood Education; *Family Day Care; Program Descriptions; *Public Policy; State Regulation
IDENTIFIERS- Caregiver Qualifications; Caregiver Training; *Day Care Licensing; *Day Care Quality; Day Care Regulations

Noting the increased interest of states in exploring how they can provide supports to informal child-care providers to improve the quality of care and education that children receive, this report discusses quality initiatives, licensing issues, training, and monitoring of various forms of non-licensed family child care. The types of care considered are: (1) relative care; (2) kith care, care provided by non-family members who are considered "family"; (3) care by friends; (4) care by neighbors; (5) in-home care by au pairs, nannies, housekeepers, or maids; and (6) family child-care homes that are licensed in some states but unlicensed in others due to differences in states' threshold definitions of family child care. Part 1 of the paper discusses the importance of common definitions of family child care to facilitate research and policy making. Part 2 summarizes state licensing regulations and exemptions, and examines how states' policies for family child care result in defining what is not licensed. Section 3 describes the different forms of care in homes that are not regulated by licensing and suggests ways that states can support each form of care. Section 4 offers eight recommendations for needed policy reforms. Appendix A provides an overview of exemptions to licensing policies for the 13 states in which the definition of family child care covers the care of just one child. Appendix B presents a continuum of types of training that are appropriate for the different kinds of caregivers in each form of care. Contains 14 references. (KB)

ED 450 892   PS 029 234

Caddell, Dorothy

features a cover story on collaboration in after-school programs, along with articles describing partnership programs in San Juan County, New Mexico; Barre, Vermont; and San Antonio, Texas. The December 2000 issue's cover story addresses business-school collaboration in after-school programs and also contains descriptions of such initiatives in Santa Anna, California; DeKalb County, Georgia; and Guilford, Maine. (EV)

ED 450 909 PS 029 251

KIDS COUNT in Missouri 2000 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Children's Trust Fund, Jefferson City, MO.
PUB DATE- 00
NOTE- 355p.; For 1999 Data Book, see ED 440 729. Additional support from Emerson Electric.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Infant Mortality; Infants; Lunch Programs; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Child Mortality; *Indicators; *Missouri

This KIDS COUNT data book details statewide trends in the well-being of Missouri's children in the areas of economic security, school success, child health, child safety, and adolescent success. The statistical portrait is based on the following indicators: (1) students enrolled in free/reduced price lunch programs; (2) births to mothers without a high school diploma; (3) low birth weight; (4) infant mortality; (5) child deaths; (6) child abuse and neglect; (7) out-of-home placement; (8) high school dropouts; (9) births to teens; and (10) teen violent deaths. Following an executive summary and brief profile of the state and its minority populations, the second section of the data book provides information on the state as a whole by outcome measures. Special sections highlight the importance of early investment for better outcomes and direction for utilizing the county pages. The bulk of the second section provides data by county, including outcome measures, county trends, composite county rank, demographic information, economic information, family supports, and health information. The data book's three appendices include raw data for indicators, data notes and sources, and county ranks for 1995-1999. (SD)

ED 450 910 PS 029 252

Heidel, Stephen; Kunde, Brenda; Martin, Esther
Promoting Parental Power: Enhancing Students' Attitudes.
PUB DATE- 00
NOTE- 40p.; Master of Arts Action Research Project, Saint Xavier University and IRI/Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Change Strategies; Elementary Education; *Homework; Incentives; *Motivation Techniques;

IDENTIFIERS- *Boundaries; Control of Outcomes; Control (Social Behavior); Persuasive Strategies

Using a journal format, this book invites teens to examine their lives and relationships with family, friends, classmates, and new acquaintances. The book focuses on physical, emotional, and sexual boundaries to relationships and uses stories of other teens to illustrate how personal space and feelings can be either respected or violated in relationships with others. The book shows teens how to build close and satisfying friendships while guarding against being used or abuse by others. The chapters are: (1) "Boundaries"; (2) "Healthy Boundaries"; (3) "Unhealthy Boundaries"; (4) "Grooming," focusing on "emotional grooming" tactics used to gain control of another person's behavior; (5) "Relationships"; (6) "Friendships," and (7) "Relationships and Your Future." (KB)

ED 450 929 PS 029 271

Danziger, Sheldon, Ed.; Waldfogel, Jane, Ed.
Securing the Future: Investing in Children from Birth to College. The Ford Foundation Series on Asset Building.
PUB DATE- 00
NOTE- 330p.; "Foreword by Melvin L. Oliver."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Adolescents; At Risk Persons; Child Development; Child Health; *Children; Disadvantaged; Economic Factors; Economic Impact; Educational Attainment; *Educational Policy; Elementary Secondary Education; Family Characteristics; Family Influence; Family Programs; Higher Education; *Human Capital; *Intervention; Job Training; Labor Force Development; Labor Market; Neighborhoods; Preschool Education; *Public Policy; Student Motivation

Noting that the human capital of a nation is a primary determinant of its strength, this book reviews what is known about the processes that affect child development and how public and private investments in children might be increased to promote their well-being and to enhance the economic productivity of the next generation in America. Based on discussion of numerous scholars, policymakers, and practitioners at an October 1998 conference, the book is organized chronologically according to the life cycle until the transition to work or college, with each chapter emphasizing how developmental, school, and labor market outcomes are affected by family, school, neighborhood, and public policy inputs and interventions. Following an introduction, the chapters are: (1) "Trends in and Consequences of Investments in Children" (Lisa M. Lynch); (2) "Rethinking Education and Training Policy: Understanding the Sources of Skill Formation in a Modern Economy" (James J. Heckman and Lance Lochner); (3) "Pathways to Early Child Health and Development" (Barry Zuckerman and Robert Kahn); (4) "Early Childhood Experiences and Developmental Competence" (Sharon Landesman Ramey and Craig T. Ramey); (5) "Schooling's Influences on Motivation and Achievement" (Jacquelynne S. Eccles and Allan Wigfield); (6) "Promoting Positive Outcomes for Youth: Resourceful Families and Communities" (Margaret Beale Spencer and Dena Phillips Swanson); (7) "The Neighborhood Context of Investing in Children: Facilitating Mechanisms and Undermining Risks" (Robert J. Sampson); (8) "The Transition from School to Work: Is There a Crisis? What Can Be Done?" (Debra Donahoe and Marta Tienda); (9) "New Directions in Job Training Strategies for the Disadvantaged" (Hillard Pouncy); and (10) "Who is Getting a

Schools.
PUB DATE- 01
NOTE- 47p.; "This booklet is published with the support of Toyota Motor North America, Inc."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Educational Change; Elementary Education; *Family Literacy; *Family Programs; Family (Sociological Unit); High Risk Students; Models; Parent Education; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Partnerships in Education; Vocational Education

Building on the link between parents' education and children's academic achievement, the Families in Schools model of family literacy brings at-risk elementary school students and their parents together to learn in the elementary school setting. This book describes the model, presents the federal definition of family literacy, and argues that incorporating the Families in Schools model would be an effective strategy for improving student achievement and enhancing parent participation in their children's education. Further, the booklet details the components of the model and discusses how they are applied in the elementary school setting: (1) children's education; (2) adult education; (3) parent time; and (4) parent and child together time. Suggestions are given for developing successful family literacy programs at the elementary school level, including setting the school climate, integrating family literacy into the school culture, eliciting staff enthusiasm, planning teamwork, and recruiting and retaining families. Key roles for a high-quality Families in School program are described, including the district coordinator, school principal, elementary school teacher envoy, adult education teacher, and the parent liaison. The booklet concludes by asserting that current school reform efforts work to capitalize on a subtle but long-held tradition of family literacy and parent involvement and that this tradition must be at the forefront of public education to enrich the lives of today's children. (KB)

ED 450 947 PS 029 295

von Feilitzen, Cecilia, Comp.; Bucht, Catharina, Comp.
Outlooks on Children and Media: Child Rights, Media Trends, Media Research, Media Literacy, Child Participation, Declarations. Compiled for the World Summit on Media for Children (3rd, Thessaloniki, Greece, March 23-26, 2001).
SPONS. AGENCY- Nordic Council of Ministers, Copenhagen (Denmark).
PUB DATE- 01
NOTE- 128p.; Commissioned by European Children's Television Centre (E.C.T.C.) and the Hellenic Audiovisual Institute (I.O.M).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advertising; Childhood Attitudes; *Children; Childrens Rights; Childrens Television; Comparative Analysis; Computer Games; Developed Nations; Developing Nations; Federal Regulation; Films; Literacy; *Mass Media; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Nonprint Media; Organizations (Groups); Programming (Broadcast)
IDENTIFIERS- Media Analysis; Media Characteristics; Media

with both quantitative findings and family stories to illustrate the educational and self-sufficiency gains made by Even Start families. Key findings of the program evaluation include the following: (1) family participation has steadily increased over the preceding 3 years, with 63 percent of parents attending 80 percent or more of program activities; (2) 35 percent of parents seeking to pass the GED exam did so; (3) 84 percent of Even Start teen parents enrolled in high school stayed in school; (4) the percentage of Even Start parents graduating from English as a Second Language classes and moving into adult basic education classes increased over the preceding 3 years; (5) 95 percent of Even Start infants and toddlers and 85 percent of preschoolers were functioning at age-appropriate levels; (6) 80 percent of preschoolers were enrolled in early childhood education; (7) the percentage of parents who improved their employment status increased each year over the preceding 3 years; and (8) almost $145,000 in taxes were saved by a decrease in the amount of assistance Even Start families qualified for and received this year. The report concludes with recommendations for improving Even Start in Colorado. Appendices provide summary data from the 1999-2000 progress report and a directory of Colorado Even Start programs. (Contains 13 references.) (KB)

ED 450 965   PS 029 318

Bennett, Neil G.; Lu, Hsien-Hen
Untapped Potential: State Earned Income Credits and Child Poverty Reduction. Childhood Poverty Research Brief 3.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Child Welfare; *Children; Family Financial Resources; Low Income Groups; *Poverty; State Federal Aid; State Programs; *Tax Credits; *Taxes; *Well Being
IDENTIFIERS- *Earned Income Tax Credit; Family Support; Temporary Assistance for Needy Families; Working Poor

Noting that a key challenge for policymakers and others who are concerned about the well-being of children and families is how to develop and improve policies that reward work and help low-income working families increase their earnings, this research brief examines the current and potential impact of state earned income credits (EICs) as a means of building on the positive effects of the federal EIC at the state level. The brief examines the role that state EIC programs have played in the level of children's economic well-being in the District of Columbia and the 15 states that had such programs in 2000 and analyzes how many children would be raised out of poverty if state EIC programs existed universally. The brief finds that the extent to which a state EIC benefits working poor families is critically dependent upon the size of the credit in terms of its percentage of the federal EIC and whether the credit is refundable or nonrefundable. Some state EIC programs have had substantial impact on the incomes of working poor families. The brief notes that with a 25 percent universal state EIC, over 500,000 children would escape poverty. Nonrefundable credit would benefit very few children compared to a refundable credit. Potential funding mechanisms are suggested, most notably the Temporary Assistance to Needy Families block grants. The brief concludes by noting that state EICs hold conferences and publications. (SV)

ED 450 982 RC 022 823

Bickel, Robert; Smith, Cynthia; Eagle, Teresa Hardman
Poor, Rural Neighborhoods and Early School Achievement.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Community Characteristics; Consolidated Schools; *Economically Disadvantaged; Kindergarten; *Neighborhoods; Primary Education; *Quality of Life; *Rural Areas; *School Community Relationship; School Size; World Views
IDENTIFIERS- *Neighborhood Characteristics; West Virginia

A study sought to identify the existence of neighborhood effects on school achievement that are independent of social class and family background among students from poor, rural neighborhoods. Ethnographic material yielded a concept of rural West Virginia neighborhoods in which residents expect their encounters to be friendly, informal, almost familial, socially useful, and based on similar world views. Informal social accessibility and common outlook provide invaluable guarantees of social order. Quantitative data were collected from 292 kindergarten students attending 12 elementary schools in two contiguous, rural counties in western West Virginia. With controls for family background and social class in place, independent and positive group-level neighborhood effects were found with each of three achievement test outcome measures. As neighborhoods more closely approximated the conceptual model derived from the ethnographic data, early school achievement was enhanced. As neighborhoods departed from this model, achievement was diminished. Poor, rural West Virginia neighborhoods are not uniformly socially disorganized, culturally pernicious contexts, which gave rise to the dubious concept of "culture of poverty." Instead, they can be sources of safety and stability, where extended families endure and like-minded neighbors are socially accessible and supportive. Such neighborhoods contribute to a social and cultural foundation that has a surprisingly consistent and strong effect on early student achievement. These findings support an alternative view to that of the economies of scale used to justify school consolidation. (Contains 47 references.) (TD)

ED 450 983 RC 022 826

Tropp, Debra; Olowolayemo, Surajudeen
How Local Farmers and School Food Service Buyers Are Building Alliances: Lessons Learned from the USDA Small Farm/School Meals Workshop, May 1, 2000.
PUB DATE- 00
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; Breakfast Programs; Case Studies; Elementary Secondary Education; Extension Education; *Farmers; Federal Programs; *Food Service; Lunch Programs; *Marketing; Nutrition; *Public Schools; *Rural Extension; School Business Relationship; Small Businesses; State Programs; Workshops

success, and contact information. (Contains title and subject indexes.) (SV)

ED 451 000 RC 022 856

Randall, Teri
The Outreach Sourcebook, Volume 5: Rural Health Demonstration Projects, 1995 to 1998.
PUB DATE- 00
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Health Services; Consortia; Demonstration Programs; Federal Aid; Health Education; Health Programs; *Health Promotion; *Health Services; Medical Education; *Outreach Programs; Professional Continuing Education; Program Descriptions; *Rural Areas; School Health Services
IDENTIFIERS- Access to Health Care

In 1995, the federal Office of Rural Health Policy awarded 3-year outreach demonstration grants to 25 projects to provide direct primary and preventive health care services to rural residents in 20 states. The grant program allows recipients to test innovative ideas against persistent problems of rural health care, such as provider shortages, fragmented delivery systems, and geographic isolation. Recipients must form a consortium of three or more local institutions or agencies to work together toward project goals. Overall, the projects addressed a broad range of rural health care needs. Over half focused on specific needs of mothers, infants, children, and adolescents. Rural minorities, including Hispanics, African Americans, and Native Americans, were the primary beneficiaries in nine projects, and eight projects addressed the needs of the elderly. Seven projects focused their activities in rural schools, which are convenient and effective sites for rural service delivery. Almost every project provided some type of health promotion/education programming for the public, and over half provided continuing education opportunities to health professionals. Three noteworthy programs developed a Nevada statewide network of community health nurses to provide health education to rural students and adults; taught cardiopulmonary resuscitation (CPR) to 10 percent of the population in the project's rural New York service area; and developed a one-stop referral system improving access to care for Grand Junction, Colorado, children aged birth to 18. Short descriptions of the 25 projects summarize activities and include innovative features, obstacles encountered, reasons for success, and contact information. (Contains title and subject indexes.) (SV)

ED 451 001 RC 022 857

The Outreach Sourcebook, Volume 6: Rural Health Demonstration Projects, 1996 to 1999.
PUB DATE- 00
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Health Services; Consortia; Demonstration Programs; Federal Aid; Health Education; Health Programs; *Health Promotion; *Health Services; Medical Education; *Outreach Programs; Professional Continuing Education; Program

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *Politics of Education; *Role of Education; Rural Schools; *School District Size; *School Size
IDENTIFIERS- Globalization; Grade Span Configuration; Ohio; West Virginia

This paper discusses "constructions" of school size in West Virginia and Ohio and related issues concerned with school and school district consolidation, and the role of education, politics, and globalization. "School size" is not the same as enrollment; grade span and level are important in understandings of size. Socioeconomic status also has an impact, so no one best size fits all cases. Research has shown that small school size and small district size diminish the well-known relationship between socioeconomic status and academic achievement. In contrast to Ohio's 614 school districts, West Virginia has only 55--one for each county. Such large rural districts have considerable power in terms of local employment and politics. In Ohio, the state has long been frustrated in terms of consolidating districts and has now turned to consolidating schools within smaller districts, using the single-campus design in which all schools and district offices are located in one place. The Ohio consolidators have had a hard time convincing the people to give up local engagement with school districts but are having more success in separating communities from their schools. Unfortunately, this bad news is the old bad news. The ongoing bad news concerns changes in who constructs the institutional purposes of schooling and what those purposes are. The purpose of mass education shifted from supporting the existence of nation-states in the 19th century to defending the nation in the mid-20th century, and now it is being affected by the globalization of economics and politics. Schools that are locally cherished will help people resist global trends, but not under the guidance of those whose allegiance lies elsewhere. (SV)

ED 451 019 RC 022 907

Canagarajah, Sudharshan; Ye, Xiao
Public Health and Education Spending in Ghana in 1992-98: Issues of Equity and Efficiency. Working Paper No. 2579.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Dropouts; Educational Equity (Finance); Educational Needs; Educational Quality; Efficiency; Elementary Secondary Education; *Enrollment; *Expenditures; Foreign Countries; Health Services; Poverty; *Public Education; *Public Health; *Resource Allocation; *Rural Urban Differences; Teacher Student Ratio
IDENTIFIERS- Access to Health Care; *Ghana; Service Utilization

This paper analyzes efficiency and equity issues in public expenditures on education and health in Ghana during the 1990s. Data were drawn from reports of the ministries of education and health and from household surveys conducted 1988-98. In the late 1990s, Ghana's public expenditures on education decreased. Basic education enrollment was stagnant or declined in the public sector while increasing in private schools. Regional disparities were significant, with lower allocations of public instructional units. (Author)

ED 451 041 SE 064 584

Bardeen, Karen
Improving Student Science Literacy through an Inquiry-Based, Integrated Science Curriculum and Review of Science Media.
PUB DATE- 00
NOTE- 81p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- High Schools; *Inquiry; Interdisciplinary Approach; *Mass Media Use; Science Instruction; *Scientific Literacy

This project studied the effects of an inquiry-based, integrated science course on student science literacy. The course was aligned to state and national science standards. The target population consisted of sophomore, junior, and senior high-school students in an upper-middle class suburb of a major Midwestern city. Questionnaires, tests, and anecdotal information documented the problem of poor science literacy. Analysis of probable cause data showed students lack an ability to explain main ideas, develop main ideas with valid supporting statements, and critically read and analyze articles written for the general reader. Faculty reported that students were generally unaware of or misinformed about scientific issues and that they did not use critical thinking skills to analyze information and come to reasonable conclusions. Based on a review of current literature, using an inquiry-based, coherent, integrated approach to teaching science would help students see science as a discipline with connections among biology, chemistry, physics, and earth science. An inquiry-based approach would give students an opportunity to be apprentice sciences and practice the kind of thinking necessary for scientific inquiry. Analyzing science from the popular media-magazine articles and TV and radio programs would help foster an interest in real world problems and develop abilities to be scientifically literate citizens. Post intervention data indicated an increased awareness of scientific issues. Students improved their ability to explain and develop main ideas. They were able to read a science article more critically, identifying main points, explaining evidence, stating conclusions, and discussing their agreement or lack thereof with the conclusions. Students improved the quality of other questions they wished to answer about the issue and what officials might do to address the issue. (Contains 40 references.) (Author/SAH)

ED 451 042 SE 064 586

Science Curriculum Mapping Workbook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 11p.; For the math workbook, see SE 064 587.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Elementary Education; Middle Schools; *Science Instruction

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Methods; Grade 4; Intermediate Grades; Mathematics Achievement; Mathematics Instruction; Measures (Individuals); *Problem Solving; *Scoring; Testing
IDENTIFIERS- Idaho

The purpose of the Idaho Direct Mathematics Assessment (DMA) is to measure Idaho students' mathematical problem-solving skills, including their ability to apply basic skills to problem-solving situations as stated in the Idaho Achievement Standards document. Problem solving is valued as an essential tool for success in a complex, modern world. The DMA provides valuable information about students' basic skill levels and their ability to effectively apply and communicate mathematical processes and strategies, creative thinking, and decision-making. The data collected as a result of this assessment assists in the development of curriculum and instructional strategies and improves student achievement. This document provides the DMA fourth grade assessment toolkit for educators to use in their classrooms. Essential knowledge, processes, and skills for fourth grade students are listed. Scoring information is also provided. (ASK)

ED 451 068 SE 064 630

Gibson, Helen L.; Bernhard, James; Kropf, Aaron; Ramirez, Mary Anne; Van Strat, Georgena A.
Enhancing the Science Literacy of Preservice Teachers through the Use of Reflective Journals.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 26-29, 2001). Funded in part by the Massachusetts Eisenhower Higher Education Development Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Evaluation; Hands on Science; Higher Education; *Journal Writing; Physical Sciences; *Preservice Teachers; Problem Solving; *Scientific Literacy; Teaching Methods
IDENTIFIERS- Conceptual Change

This study assessed the impact that reflective journals used in an introductory college science course had on preservice teachers' science literacy. Fourteen preservice teachers enrolled in an introductory physical science course taught using a variety of constructivist instructional methods (hands-on activities, cooperative group work, manipulatives, real life applications, field trips, group work, peer assessments, self-assessments, performance assessments, portfolios and weekly reflective journals). Preservice teachers' weekly reflective journals were collected and analyzed at the conclusion of the course. A focus group with the preservice teachers and an interview with the instructor were conducted. Data collected from the reflective journals and the focus group indicate that the use of constructivist instructional practices had a positive impact on preservice teachers' science literacy. Keeping a reflective journal helped the preservice teachers think more deeply about science in their everyday experiences.

National Curriculum project did not rely upon the use of standards, the structure and emphasis in the "Elements of the Profile" are on levels, level statements, outcomes, pointers, and work samples. The paper finds that a sample of recent literature and commentary on standards reveals: (1) the currently high levels of popular community support for an education addressing the standards are welcomed by politicians and expressed through statutory authorities; (2) there is a contention about standards in the measurement field; and (3) standards policy frameworks do not guarantee improvement or quality reform. Each of these represents a set of problems for art education. Within art education several attempts have been made to articulate a position about standards that will enable a standards discourse to work for art educators, and it reviews the papers which comprise these attempts. Contains 35 references. (BT)

ED 451 089 SO 032 111

Okazaki, Akio
Dow's Conception of Teaching Art: "Harmonious Composition" and "Notan."
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual InSEA World Congress (30th, Brisbane, Australia, September 21-26, 1999). This project has been assisted by the Commonwealth Government through the Australia Council for the Arts, its art funding and advisory body. An extended version of this paper first appeared in "Contemporary Issues in Early Childhood," volume 1, number 2, 1999. Copyright: Triangle Press.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Art Teachers; *Cultural Context; Foreign Countries; Multicultural Education; Teaching Methods
IDENTIFIERS- Art Elements; Asian Art; China; Cross Cultural Teaching; Cultural Integration; Japan; *Oriental Art

A U.S. art educator, Arthur Wesley Dow, synthesized Japanese and U.S. culture in his philosophy of art education. This paper portrays the process of cross-cultural interpretation as a way for an individual to make sense of his or her world in relation to those of others. The paper seeks to explain Dow's legacy in terms of the Oriental cultural tradition of art, noting that it is because his ideas were derived from his views regarding the nature of art rather than from a particular conception of children's artistic development that a multicultural heritage of art education is exemplified in Dow's interest in Oriental art. The paper discusses Dow's contribution to U.S. art education and considers interpretations of his transformation of Oriental art, speculating on spirituality and Hsieh Ho's first canon, ch'i, and notan. Contains 41 references. (BT)

ED 451 090 SO 032 392

Pearson, Patricia; Percoco, James; Sossaman, Stephen; Wilson, Rob
Vietnam: Echoes from the Wall. History, Learning and Leadership through the Lens of the Vietnam War Era. Teachers' Guide.
PUB DATE- 99
NOTE- 162p.; Compiled by Rima Shaffer. Project Underwriters include WinStar Communications, Inc., CNN, Turner Learning, The Kimsey Foundation, E*Trade Group, Inc., and Veterans of Foreign

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Case Studies; *Citizen Participation; *Citizenship; *Citizenship Education; Comparative Education; Foreign Countries; Political Attitudes; Secondary Education; Social Studies; *Student Attitudes; Student Surveys; Teacher Surveys

This is an Executive Summary for "Citizenship and Education in Twenty-eight Countries: Civic Knowledge and Engagement at Age Fourteen," the first report of the results of the second phase of the Civic Education Study conducted by the International Association for the Evaluation of Educational Achievement (IEA). The Executive Summary briefly discusses rationale and method and lists 12 major findings of the 1999 IEA Civic Education Study. Contains 3 figures and 2 tables. (BT)

ED 451 110   SO 032 626

Feijoo, Laura
An Experience Guide: Egypt and Israel 2000. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Egypt and Israel).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 120p.; Colored photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; Curriculum Development; Curriculum Enrichment; Foreign Countries; Intermediate Grades; *Middle Eastern History; Middle Eastern Studies; *Political Issues; *Regional Characteristics; Social Studies; Travel; World History
IDENTIFIERS- *Egypt; Fulbright Hays Seminars Abroad Program; *Israel

This "experience guide," developed by a teacher who traveled in the region, aims to provide information on the culture, history, society, geography, and political aspects of Egypt and Israel. Intended for teachers, the guide can enhance lessons in world history. Each segment summarizes a topic and provides questions designed to encourage research, discussion, and debate. A separate booklet contains photographs and maps of the region. Segments in the guide are: (1) "The Egyptian Museum"; (2) "The Pyramids at Giza"; (3) "Recording History"; (4) "The Coptic Religion"; (5) "Cairo, the Capital of Egypt"; (6) "The Hanging Church"; (7) "The Jewish Community in Egypt"; (8) "Mosque of Al Rifa'i and the Muslim Religion"; (9) "Mosque of Sultan Hassan"; (10) "Greco-Roman History in Egypt"; (11) "Alexandria"; (12) "Education in Egypt"; (13) "Bedouin Society"; (14) "Borders: Peace and Conflict"; (15) "The Arts"; (16) "Temples of Luxor and Karnak"; (17) "Valley of the Kings and Valley of the Queens"; (18) "Edfu Temple"; (19) "High Dam at Aswan"; (20) "The Nubians"; (21) "Abu Simbel"; (22) "Jerusalem, Israel"; (23) "Education in Israel"; (24) "Religions of Israel"; (25) "The Military"; (26) "Church of the Holy Sepulcher"; (27) "Synagogues"; (28) "The Christianity in Jerusalem"; (29) "Western Wall and Tunnel"; (30) "The Land"; (31) "Bet She'an National Park"; (32) "Bet Alpha Synagogue"; (33) "Golan Heights"; (34) "The Druze"; (35) "Bet Shearem"; (36) "The Diaspora"; (37) "Yitzhak Rabin"; (38) "The Holocaust"; (39) "Ben Gurion"; (40) "The Dead Sea"; (41)

Education Cooperatives' Salary Schedule and Selected Policy/Provision Information"; and (6) "Policy Cost and Percent Board Paid for Fringe Benefits Per Employee and Family." Two appendixes offer county names and code numbers and the Illinois Teacher Salary Study, 1999-2000 form. (SM)

ED 451 132 SP 039 561

Klein, Hans E., Ed.
Complex Demands on Teaching Require Innovation: Case Method & Other Techniques. Selected Papers of the International Conference on Case Method Research & Application (17th, Budapest, Hungary, July 2-5, 2000).
PUB DATE- 00
NOTE- 475p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; Business Education; *Case Method (Teaching Technique); *Computer Uses in Education; *Discussion (Teaching Technique); Distance Education; Diversity (Student); Educational Innovation; Educational Research; Elementary Secondary Education; Faculty Development; Foreign Countries; Gender Issues; Higher Education; Inservice Teacher Education; Mathematics Education; Mentors; Olympic Games; Partnerships in Education; Preservice Teacher Education; Second Language Instruction; Student Participation; Teaching Methods; Total Quality Management; World Wide Web
IDENTIFIERS- Australia; Canada; China; Kuwait; Slovenia; Spain; Switzerland; Turkey

This book presents a selection of papers from the annual, international, interdisciplinary conference of the World Association for Case Method Research & Application. Papers are categorized into six areas: (1) "Case Studies and Research" (e.g., subjectivity as a source of insight in case study research, evolution of a teaching case, and preserving the individual case in behavioral research); (2) "Innovative Resources and Case Method Teaching" (e.g., mentoring in the academy, managing diversity in colleges of agriculture, and accountability cases); (3) "Web-based Projects and On-Line Learning" (e.g., teaching and learning online, online instruction via a dynamic roving community, and distance education in business schools); (4) "Case Writing and Use in Various Settings" (e.g., developing gender-based cases, cases from the theory of inverse problems in mathematics, and the power of questions in second language case discussions); (5) "Various Case Method Applications" (e.g., total quality management in education, options for describing individuals in cases, and making simple but effective presentations); and (6) "International Case Studies" (e.g., the event as a case study, better preparation for case discussion using Internet tools, and accounting for intangible assets in partnerships). (SM)

ED 451 133 SP 039 654

Dandy, Evelyn Baker
Selecting and Preparing Quality Teachers from the Personnel Pool.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *Kindergarten; Learning Disabilities; Parent Participation; *Preschool Teachers; Primary Education; Student Evaluation; Substitute Teachers; Teacher Expectations of Students; Thematic Approach

This book offers kindergarten teachers a collection of easy-to-implement ideas, from assessing student work to helping struggling students. The eight chapters focus on: (1) "Widely Held Expectations for Kindergartners" (developmental and academic expectations); (2) "Classroom Environment" (e.g., work and play areas, classroom schedules, bulletin boards, and centers); (3) "Assessment" (e.g., alphabet letter/sound checklist, journal entry/writing stages, sentence dictation, anecdotal records, and number recognition and writing); (4) "Classroom Management Tips and Techniques" (general ideas, grouping, and time management); (5) "Parents as Partners" (communicating with parents and asking parents for help); (6) "Teaching With Themes"; (7) "Substitute Teachers"; and (8) "Dealing with Struggling Learners." The book also provides an index and table of contents, a list of recommended resources, student work samples, reproducibles, questions and answers, sample letters, and sample activities. (SM)

ED 451 152 SP 039 826

Hands-On Mathematics and Science Activities for Students in Grades K-8: A Guide for Teachers, Tutors, and Parents.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 72p.; Supported by the U.S. Department of Education's Minority Science and Engineering Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Experiential Learning; *Hands on Science; *Mathematics Activities; *Mathematics Instruction; *Science Activities; *Science Instruction; Teaching Methods

This guide is a resource for K-8 teachers, college student tutors, parents, and others engaged in learning activities to help primary, elementary, and middle school students learn mathematics and science. It presents a collection of activities adapted from printed and electronic sources which help motivate student interest in mathematics and science and make learning fun and challenging. Most items used in the activities are found in the home, particularly in the kitchen. Activities are arranged in three grade-level groups: K-2, 3-5, and 6-8. Each group includes individual activities that closely relate to grade-appropriate concepts from several science disciplines. Each activity has the following components: purpose, materials needed, what to do, questions to ask, brief explanation of mathematical or scientific concepts related to the activity, and extension activities. This publication also includes a list of Web sites and other references for finding appropriate materials for K-8 students beyond the scope of the guide. (Contains 46 Web site and print references. (SM)

ED 451 153 SP 039 827

Gorski, Paul, Ed.; Shin, Gene-Tey, Ed.; Green, Martha, Ed.

ED 451 171 SP 039 848

Bruckner, Martha
Developing School Leaders through Collaboration and Mentoring: Planning for Success.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Educational Administration; Elementary Secondary Education; Graduate Study; Higher Education; *Instructional Leadership; Leadership Qualities; *Mentors; Portfolios (Background Materials)
IDENTIFIERS- University of Nebraska Omaha

This paper describes the importance of sharing the responsibility for developing quality school leaders. Potential and beginning administrators need a powerful support system, and mentors can be very helpful. Administrators need many practical experiences in order to develop necessary competencies and attitudes. At the University of Nebraska at Omaha, graduate students in educational administration are required to select a resource mentor (a practicing school administrator) at the beginning of each semester. Resource mentor activities are tied to national program standards for educational administration. Mentors and students sign contract-like formal agreements. Resource mentors recommend professional growth activities for students and help them select real-life projects. Students have to work with mentors on at least one course assignment. At the end of each school year, mentors and students attend a conference at which they share successes. Students and mentors completed surveys at the end of the first year and will continue in the future. Program revisions will be based on assessment data. As part of continuing program development, performance portfolios have been incorporated in which students must evaluate their administrative skills at the beginning, middle, and end of their program and collect evidence of administrative training experiences. (Contains 30 references.) (SM)

ED 451 172 SP 039 850

Wolpert, Gloria; Fitzpatrick, Corine
Collegians, Community Kids and Computers.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001). Appended materials may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attitude Change; *College School Cooperation; College Students; *Computer Uses in Education; Elementary Education; Elementary School Students; High Risk Students; Higher Education; Homeless People; *Mentors; Minority Group Children; Partnerships in Education;

instructional assessment strategies in social constructivist learning environments creates challenging curricula that embed assessments to support learning for all. Teachers' practices aligned with these theoretical views follow closely with standards-based reform rhetoric. (Contains 20 references.) (SM)

ED 451 191   SP 039 874

Bernshausen, Diana; Cunningham, Claude
The Role of Resiliency in Teacher Preparation and Retention.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Coping; Elementary Secondary Education; Higher Education; Labor Turnover; *Preservice Teacher Education; Professional Development Schools; *Resilience (Personality); Stress Management; Teacher Burnout; *Teacher Persistence
IDENTIFIERS- Caring

Significant attrition, high stress levels, and burnout in education indicate that organizational cultures may not provide adequate support for educator resiliency. Teacher retention in a time of teacher shortages is very important. Resiliency development must become a major goal of preservice programs. Resiliency attributes include competence, belonging, usefulness, potency, and optimism. Professional Development Schools are designed to allow for resiliency building at all levels of teacher education. Teacher preparation programs should provide: frequent interactions with credible teacher educators; guided and increasingly responsible interactions with practicing classroom educators; powerful, repeated, and authentic classroom experiences; and high expectations. Resiliency building is not occurring as it should be. Initial teaching assignments often work against resiliency. Inexperienced and less resilient novice teachers have no time to develop tools for succeeding in most settings and burn out early in their careers. Induction programs can help with this problem. Resiliency building requires some to change beliefs and practices and re-evaluate program goals. Individuals must take control of their own wellbeing and develop coping strategies. Preservice and inservice experiences should work proactively with individuals to provide supportive, collegial environments that promote a cooperative spirit and build a sense of belonging and competence. (Contains 21 references.) (SM)

ED 451 192   SP 039 875

Torrez, Nena
Multicultural Concerns: A Foundations Perspective and Discussion for Teacher Educators.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

30% of the state's public school students. The sections of this report are: (1) "Introduction"; (2) "Uniform Financial Accounting and Reporting Standards Sources of Expenditure Data Definitions" (3) "Trends and Patterns"; (4) "Definitions of Data Elements"; (5) "List of School Districts"; (6) "Map--Minnesota Counties and Development Regions"; (7) "Data for School Districts"; (8) "Data for Counties, Development Regions, and the State"; (9) "Data for Enrollment Size Groups"; and (10) "Summary Statistics." Sections 7 through 10 are in table form. (SLD)

ED 451 213   TM 032 441

Credit Policies for Courses in Minnesota Colleges & Universities: International Baccalaureate, 2000-2001.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Bound Students; *College Credits; *Educational Policy; *High School Students; High Schools; Higher Education; Prior Learning; Private Colleges; Public Colleges; State Programs
IDENTIFIERS- *International Baccalaureate

This guide is designed to help Minnesota high school students in their educational planning and to encourage colleges and universities to state clearly their policies in granting college credit for successful completion of Advanced Placement and International Baccalaureate (IB) examinations in high school. The guide also represents certification of these policies to the Minnesota Department of Children, Families & Learning. The IB policies of most Minnesota institutions of higher learning are represented in this guide. The common policies of institutions that are part of Minnesota State Colleges and Universities are outlined, followed by policies of 18 other public colleges and 19 private colleges and universities. (SLD)

ED 451 214   TM 032 442

Credit Policies for Courses in Minnesota Colleges & Universities: Advanced Placement, 2000-2001.
PUB DATE- 00
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advanced Placement; Advanced Placement Programs; *College Credits; *High School Students; High Schools; Higher Education
IDENTIFIERS- *Advanced Placement Examinations (CEEB); *Minnesota

This guide is designed to help Minnesota high school students in their educational planning by describing the policies of colleges and universities in Minnesota regarding college credit for Advanced Placement (AP) examinations in high school. The AP policies of most Minnesota institutions of higher learning are represented in this guide. Institutions that are part of

PUB DATE- 00
NOTE- 140[illegible]p.; For individual papers, see: IR 057 982-058 054. For the 1999 proceedings, see ED 441 403.
LANGUAGE- English
EDRS Price- MF11/PC57 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Foreign Countries; Futures (of Society); *Global Approach; Higher Education; *Information Services; *Information Technology; International Organizations; Internet; *Libraries; Library Associations; *Library Cooperation; Library Education
IDENTIFIERS- Information Infrastructure; International Federation of Library Associations

This proceedings of the 2000 IFLA (International Federation of Library Associations and Institutions) annual conference contains an alphabetical list of authors and titles, a conference evaluation form, frequently asked questions about the IFLA conference, the convening notice and agenda, IFLA Council resolutions proposed by the Executive Board, proposed revised IFLA statutes and explanatory notes, to a convening notice for an extraordinary meeting of the IFLA Council, postal ballot results on the proposed revision of the statutes, a flyer calling for poster presentations, the intent to submit a poster session proposal form, a memo to IFLA officers and officers of other professional groups regarding involvement in the conference, a program inquiry form for the 2001 conference, a directory of organizing committee members and liaisons, a preliminary program, a list of satellite meetings in conjunction with the conference, general conference information from the IFLA Secretariat, and the full text of 195 papers presented at the conference. The conference theme is "Information for Co-Operation: Creating the Global Library of the Future." Subtopics are: exchange of electronic bibliographic data, cross-cultural networking partnerships, the multicultural Internet--management of information and librarianship for the 21st century; the on-site library in the era of the virtual library; educating the professional for the Global Information Infrastructure; research in a global environment; the study of reading in the digital society; and preservation of the past for the future. (MES)

ED 450 726 IR 057 982

Alford, Larry P.
The Impact of Digital Resources on Organization and Management of Collection Development and Acquisitions.
PUB DATE- 00
NOTE- 9p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Electronic Libraries; Higher Education; Information Technology; Legal Responsibility; *Library Acquisition; *Library Administration; *Library Collection Development; *Library Material Selection
IDENTIFIERS- *Electronic Resources; Negotiation Processes; University of North Carolina Chapel Hill

This paper addresses organization and management issues related to library material selection and acquisitions in the digital age, based on the author's experiences at the University of North Carolina at Chapel Hill library. The first part of the

IDENTIFIERS- Association of Research Libraries; *SERVQUAL; Texas A and M University

Texas A&M University and the Association of Research Libraries (ARL) under the New Measures initiative are engaged in a project to evaluate service quality in research libraries using an augmented SERVQUAL instrument. In spring 2000, 13 ARL libraries in North America invited a random sample of students and faculty to take the survey through the World Wide Web. The pilot project evaluated the efficacy of Web-based survey instruments, and the augmented SERVQUAL protocol will be tested for its usefulness in measuring service quality from the user perspective in research libraries. This paper discusses the project plan and reports preliminary survey results. (Contains 12 references.) (Author/MES)

ED 450 747 IR 058 003

Gorman, G. E.; Cullen, Rowena
Asian Library Partnerships: Applying the Knowledge Model for Library Networks.
PUB DATE- 00
NOTE- 11p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consortia; Foreign Countries; *Library Development; *Library Networks; Library Services; *Models
IDENTIFIERS- Asia; Knowledge; Networking; *Partnerships in Library Services

The standard approach adopted in library networking or partnership models is neither developmental nor evolutionary, yet development and evolution are keys to robust, contextually responsive partnerships. Using a set of knowledge models first proposed by Owen and Wiercx, this paper argues for a new approach to the modeling of networks in which libraries enter at one point and then move along a continuum, ideally ending in an advanced, integrated knowledge environment model. In this model, libraries functions (i.e., acquisition, resource description, resource discovery, user access, and user support) develop across initial, intermediate, and developed stages according to local requirements. There is limited evidence that some library consortia in Asia are moving in this direction, but for the most part, Asian consortia and networks are of the traditional, static variety. (Contains 22 references.) (Author/MES)

ED 450 748 IR 058 004

Cremer, Monika
Multimedia in German Libraries--Aspects of Cooperation and Integration.
PUB DATE- 00
NOTE- 10p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Exploring Cross-Cultural Issues in Information Studies Education in Southeast Asia and the Pacific.
PUB DATE- 00
NOTE- 12p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Curriculum Development; Foreign Countries; Higher Education; *Information Technology; Instructional Development; *Library Education; Workshops
IDENTIFIERS- Asia (Southeast); *Information Studies; Pacific Region

Information studies programs in the ASEAN (Association of Southeast Asian Nations) region cater to a range of economic and technological situations. They not only prepare information professionals for the modern networked global economy, but also emphasize the role of an information professional as an agent of change for guiding and stimulating the development of remote or backward regions and helping them access and use global information sources. This paper examines prevalent themes in a workshop on information studies education at the 2000 Congress of Southeast Asian Librarians, including: the social, economic, and political context of information studies programs; the convergence of multiple disciplines; the divergence of specializations; information technology in the curriculum; the quality of students; staffing; and obsolescence and change in information studies programs. (Contains 15 references.) (Author/MES)

ED 450 770 IR 058 026

Jantz, Ronald C.
Technological Discontinuities in the Library: Digital Projects That Illustrate New Opportunities for the Librarian and the Library.
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Competition; *Electronic Libraries; Higher Education; *Information Technology; Innovation; *Library Services; World Wide Web
IDENTIFIERS- *Partnerships in Library Services; Rutgers the State University NJ; *Technology Utilization

This paper suggests that libraries are losing market share and can address external threats from competition through unique partnerships and technological innovation. The concepts of competition, technological discontinuities, and innovation are discussed. The following four projects at the Scholarly Communication Center (SCC) of the Rutgers University Libraries (New Jersey) are described: (1) the Medieval and Early Modern Data Bank; (2) GIS (Geographic Information Systems) in the Social Sciences; (3) access to New Jersey public opinion data via the World Wide Web, provided in collaboration with the technology for realizing knowledge management in libraries, including: (1) the CKO (Chief Knowledge Officer) system; (2) realizing a seamless combination of library business management with knowledge management during the business process reorganization of libraries; and (3) rebuilding the library culture by using the theory of knowledge management. (MES)

ED 450 791 IR 058 047

Sharp, Kate
Internet Librarianship: Traditional Roles in a New Environment.
PUB DATE- 00
NOTE- 7p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cataloging; Information Technology; *Internet; Job Skills; Library Instruction; *Library Role; Library Science; *Library Services
IDENTIFIERS- *Technological Change

This paper looks at some of the potential roles that librarians could adopt in the age of the Internet; e.g., resource discovery, cataloging the Internet, and user education. It outlines the effect that networked information is having on the library profession. It identifies the new roles that information professionals are performing and shows that traditional professional library skills will continue to provide a good foundation for the sector. The paper concludes with a look at how some of the skills we traditionally associate with librarianship have been applied within the Internet environment. (Contains 14 references.) (MES)

ED 450 792 IR 058 048

Shoham, Snunith
Classroom Collections and Reading Patterns.
PUB DATE- 00
NOTE- 10p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Centralization; *Decentralization; Foreign Countries; Grade 4; Intermediate Grades; *Library Role; Library Services; *Reading Habits; *School Libraries
IDENTIFIERS- Israel

This study examined the reading habits of 301 fourth-grade pupils in Israel. The objective was to investigate the relationship between the type of school library and the pupils' reading habits over the long range. The hypothesis was that pupils who have a central library in their school together with classroom collections read more than pupils whose school has only a central library or only classroom collections. Reading was measured by amount of reading, average number of hours per day devoted to free reading, and having library-borrowed books at home. The sample included: (1) children who participated in a class-library project in grades 2-3, with a central library also existing in the school; (2) children who participated in a

Survey; and Finance Study Committee Report. Twenty-eight tables, figures, and charts are included throughout the text. (AEF)

ED 450 811 IR 058 085

Haynes, Elizabeth
The Texas Library Connection: Usage by and Concerns of School Librarians.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Texas Library Association Annual Conference (Houston, TX, April 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Computers; *Access to Information; Elementary Secondary Education; Information Networks; *Librarian Attitudes; Library Collections; *Library Networks; Library Services; Library Surveys; *School Libraries; *State Aid; *State Programs
IDENTIFIERS- *Texas

The Texas Library Connection (TLC) is a state-funded project that began in 1995. TLC is intended to provide a statewide electronic network for school libraries that provides a union database of school library holdings, access to commercial full-text databases, access to MARC cataloging records, and access to interlibrary loan functions. This paper studies TLC in terms of whether and how it has been used in school libraries of various sizes. In the spring of 1998, a questionnaire was distributed to a randomly selected sample drawn from TLC member campuses that joined during 1995-96 and 1996-97. The Stages of Concern Questionnaire was used as a part of data gathering. The study examines whether certain factors impacted the use of the TLC and looks at possible relationships between selected factors and the stages of concern of librarians who are TLC members. Findings are discussed in terms of the six research problems studied: (1) relationship between size of district, frequency of usage of TLC and type of usage of TLC; (2) relationship between TLC training and Stages of Concern (SoC) scores; (3) relationship between the type of usage of TLC and SoC scores; (4) relationship between the presence of district library leadership and SoC scores; (5) relationship between the type of Internet connection and frequency of usage of TLC; and (6) relationship between the presence of centralized processing in the district and type of usage of TLC. In a final section of additional findings, the paper concludes that TLC is making process toward its goals of providing equity of access and a variety of resources and services to students and library media centers in Texas. Includes seven charts and graphs. (AEF)

ED 450 812 IR 058 086

Kyrillidou, Martha, Comp.; Wetzel, Karen, Comp.
ARL Annual Salary Survey, 2000-2001.
PUB DATE- 01
NOTE- 116p.; Edited by Martha Kyrillidou and Karen Wetzel.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Law Libraries; *Library Personnel; Library Statistics; Library Surveys; Medical Libraries; Occupational

assistance programs; (2) increasing Missouri's participation in the Midwest Higher Education Compact student exchange program; and (3) promoting the delivery of student financial aid through a telecommunications-based system. One goal for quality is to ensure Missouri citizens have the opportunity to learn with the best instructors and resources available. Strategies for quality include increasing the professional development of faculty as it relates to teaching and reviewing the qualifications of instructors as part of the proprietary school certification process. Finally, a goal for efficiency is to ensure a differentiated system of higher education that demonstrates institutional performance and accountability. Strategies include integrating performance review into the institutional mission enhancement process and recognizing performance in budget recommendations. (EMH)

ED 450 832   JC 010 207

Idaho Division of Vocational Education Annual Report, FY 1998.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Community Colleges; Educational Change; Educational Finance; *Educational Trends; *Job Skills; Labor Force Development; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Idaho

This annual report highlights the activities of Idaho's Division of Vocational Education in fiscal year 1998. The mission of vocational and applied technology education is to provide Idaho's youth and adults with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace. Idaho's vocational-technical education system consists of programs and services in secondary schools, the technical college system, and a system office, the Division of Vocational Education. These programs include: (1) agricultural science and technology; (2) business and office technology; (3) individualized occupational training; (4) trade and industry; and (5) farm business management. While over the years many of the general program areas have remained the same, specific program content has changed dramatically to keep pace with rapid technological advances in the work environment. One hundred and nine school districts have approved vocational-technical programs and 86.5% of high school students took at least one vocational class in 1998. In the same year, 2.3 percent of the total State General Fund was appropriated to the Division of Vocational Education for vocational-technical education. The State General Fund and federal resources were the two primary funding sources for Vocational-Technical Education. (JA)

ED 450 833   JC 010 208

Assessment: An Institution-Wide Process To Improve and Support Student Learning. Show Us the Learning.
PUB DATE- 00
NOTE- 22p.; Developed by members of the Student Outcomes Assessment Committee at College of DuPage. Supported by Educational Planning Council.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

1999 graduates. A Weekend College experience also appealed to a large portion of survey respondents (36.6%). The survey also asked graduates to indicate if several alternative weekly class schedules would have appealed to them as students of the College. Large percentages of graduates were in favor of classes that necessitated fewer trips to the campus (56%) and greater opportunities to take courses across campus locations (49.7%). Few 1999 graduates had the opportunity to take distance learning courses while working on their degree. On balance, students were less positive in their assessment of distance learning courses than their other courses. Bearing in mind that for these respondents distance learning meant television courses, these findings are not surprising. (JA)

ED 450 853 JC 010 237

Impact of Community College of Philadelphia Allied Health Programs on the Philadelphia Region. Report #117.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations; College Programs; Community Colleges; *Outcomes of Education; Program Effectiveness; Student Characteristics; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Community College of Philadelphia PA

This report discusses the Allied Health programs at Community College of Philadelphia (CCP): (1) Clinical Laboratory Technician; (2) Dental Assisting Hygiene; (3) Dental Assisting Certificate; (4) Diagnostic Medical Imaging; (5) Dietetic Technician; (6) Health Information Technology; (7) Medical Assisting and Office Management; (8) Nursing; and (9) Respiratory Care Technology. During spring 2000, 456 CCP students were enrolled in these programs, 200 of whom were in Nursing (the most popular) and 42 of whom were in Respiratory Therapy (second most popular). Eighty-five percent of students enrolled during this semester were females, and there was a nearly equal percentage of black (41.3%) and white (46.5%) students. Fifty-seven percent of the allied health students were under 30 years of age. Between 1967 and 2000, 5,677 students graduated from the allied health programs, half of whom were from Nursing. After graduating, students earned an average salary of $36,232 in 1999. Other graduates continued their studies. On average, 25% pursued their studies at another college or university within one year of graduation. Graduates have also performed very well on certification exams. Pass rates have consistently been higher than national averages for nearly all programs. Document contains charts and figures. (JA)

ED 450 854 JC 010 238

Redmon, Kent D.
Faculty Evaluation in Community Colleges: A Response to Competing Values. An ERIC Review.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Administration; *College Faculty; *Community Colleges; *Evaluation Methods; *Faculty College Relationship;

Rowe, Kenneth J.
"Problems" in the Education of Boys and Exploring "Real" Effects from Evidence-Based Research: Useful Findings in Teaching and Learning for Boys and Girls.
PUB DATE- 00
NOTE- 22p.; Background paper of keynote address presented at the Teaching Boys Developing Fine Men Conference, Brisbane, Australia, August 21-22, 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Classroom Environment; Elementary Secondary Education; Equal Education; Gender Issues; Literacy; Literature Reviews; *Males; *Outcomes of Education; *School Effectiveness; *Sex Differences; Student Attitudes; Student Behavior; *Teacher Effectiveness

Maintaining that much of the prevailing public discussion and media "hype" surrounding gender issues in education amount to little more than anecdotal rhetoric and opinion, this paper examines evidence for sex differences in the experiences and outcomes of schooling from recent and emerging teacher and school effectiveness research. The paper focuses on five areas: (1) the differential schooling performances and experiences of boys and girls throughout their primary and secondary schooling in terms of academic outcomes, attitudes, and behaviors; (2) key reasons for these differences and their implications for policy and practice; (3) identification of the major sources of variation in students' achievement; (4) barriers to reform; and (5) suggested strategies for supporting the learning needs of boys. Research cited suggests that on average, boys' literacy skills, general academic achievements, attitudes, behaviors, and experiences of schooling are significantly poorer than those of girls. However, the paper argues, these differential gender effects pale into relative insignificance compared with class or teacher effects. The paper maintains that the quality of teaching and learning provision with major emphases on literacy and related verbal learning, reasoning, and written communication skills are by far the most salient influences on students' cognitive, affective, behavioral, and experiential outcomes of schools, regardless of gender. Contains 118 references. (KB)

ED 450 874 PS 028 962

Schubert, Sandra; Zelinsky, Benjamin
The Household Detective Primer: Protecting Your Children from Toxins in the Home. CHEC's Guide to Environmental Childproofing.
SPONS. AGENCY- W. Alton Jones Foundation, Charlottesville, VA.
PUB DATE- 00
NOTE- 48p.; Also supported by the Wallace Genetic Foundation. Illustrations by Chloe Rose Lattanzi.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Safety; *Children; Home Management; Housework; Parent Materials; *Poisoning; Poisons; *Prevention
IDENTIFIERS- *Household Products; Household Risks

Designed for parents, this primer presents information on threats to children's health that can be found in every American home,

Numeracy Counts. Early Education Support Series.
PUB DATE- 98
NOTE- 36p.; For related guides, see PS 028 472-473 and PS 029 235-243.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Foreign Countries; Mathematics Skills; *Numeracy; Parent School Relationship; Parent Teacher Cooperation; Parents; *Parents as Teachers; Preschool Children; *Preschool Curriculum; Preschool Education; Preschool Teachers; Standards
IDENTIFIERS- Scotland

Noting that comparisons with international numeracy standards have raised concern about the mathematics attainment of British children, this report provides information to enhance Scottish early childhood practitioner knowledge and understanding of early numeracy and gives practical examples of how to work with young children to develop their skills. Recent research studies into early numeracy are highlighted so that educators can reexamine and develop what they do with confidence and enthusiasm. The report also provides a focus for discussion between parents and professionals, promoting a better understanding of the complementary roles they play and how they can work together to raise children's numeracy knowledge, understanding, and achievement. The sections of this report are: (1) "Early Numeracy: What Does It Mean?"; (2) "Numeracy Begins at Home"; (3) "Children's Knowledge and Understanding of Number Prior to Starting School"; (4) "The Role of Pre-School Settings," discussing the linkage of home and preschool learning, play as a context for early mathematical experiences, and use of nursery routines to provide a mathematics-rich environment; (5) "Reflecting on Existing Practice," related to counting, workbooks and schemes, use of concrete material, mental calculation, organization for learning, game playing, and problem solving; and (6) "Links between Literacy and Numeracy." Contains 20 references. (KB)

ED 450 893 PS 029 235

Caddell, Dorothy
Numeracy in the Early Years: What the Research Tells Us. Early Education Support Series.
PUB DATE- 98
NOTE- 29p.; For related document, see PS 029 234.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computation; Context Effect; Emergent Literacy; Foreign Countries; Knowledge Level; Literature Reviews; Mathematical Concepts; *Mathematics Skills; *Numeracy; Parents as Teachers; Piagetian Theory; Preschool Children; Preschool Education; Teacher Role; Teaching Methods
IDENTIFIERS- Scotland

In light of recent international studies regarding children's mathematics achievement, this review examines United Kingdom research and literature into early numeracy. The review is designed to provide information about a range of teaching strategies as well as to stimulate discussion and challenge current practices. The review addresses the following topics: (1) (introduction) the growing concern about falling standards in school effectiveness and educational achievement; (2) recent

Parent Participation; Program Effectiveness; *Student Improvement; *Student Motivation

This action research project sought to decrease the number of late or missing homework assignments among fourth-, seventh-, and eighth-graders in two schools near large urban communities. Survey data showed that over 75 percent of teachers polled considered late or missing assignments to be a problem. Several strategies were implemented, including: (1) contact by telephone or note with parents on a weekly basis, stressing both positive and negative behaviors by students and their status with late or missing assignments; (2) a full-class incentive program to encourage students to turn in homework on time; and (3) "targeted homework" approaches. Post-intervention parent and student surveys reflected an overall positive change in students' attitudes toward school and an incremental decline in late or missing assignments as additional programs were implemented. (Nine appendices contain program surveys, worksheets, and other materials. Contains 11 references.) (EV)

ED 450 911 PS 029 253

Roffman, Deborah M.
Sex and Sensibility: A Parent's Guide to Talking Sense about Sex.
PUB DATE- 01
NOTE- 325p.; Cover page reads: "The Thinking Parent's Guide to Talking Sense about Sex."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Child Rearing; Childhood Needs; Children; Gender Issues; Interpersonal Communication; *Parent Child Relationship; Parent Role; *Parents as Teachers; Peer Influence; Physical Development; *Sex Education; Sexual Identity; Sexual Orientation; *Sexuality; Values Education
IDENTIFIERS- *Sexual Attitudes

Children who grow up in an atmosphere of openness about sexuality grow up more slowly and more responsibly. This book offers parents a new framework for talking honestly about sex and sexuality with their children. The first part of the book examines new ways of thinking and talking, while the second part addresses concrete ways of raising sexually healthy children. The chapters are: (1) "Starting Over: We Can't Get There from Here"; (2) "Age Appropriateness: Too Much, Too Little, or Just Right?"; (3) "Sex: What is Sex, Really?"; (4) "Values: Becoming Your Child's Cultural Interpreter"; (5) "Sexuality: More Who We Are Than What We Do"; (6) "Gender: Girls Aren't from Venus, Boys Aren't from Mars"; (7) "Partnership: Families and Schools Working Together"; (8) "Sexual Health: Five Universal Needs along the Way"; (9) "Affirmation: Seeing and Hearing Children as They Are"; (10) "Information Giving: Empowering Children through Knowledge"; (11) "Values Clarification: Highlighting 'Right' Thinking"; (12) "Limit Setting: Keeping Our Children Safe and Healthy"; (13) "Anticipatory Guidance: Making Ourselves Dispensable"; and (14) "Sexual Orientation: Why and How It's Everyone's Business." Contains notes organized by chapter. (HTH)

ED 450 912 PS 029 254

Bickart, Toni S.; Dodge, Diane Trister
Reading Right from the Start: What Parents Can Do in the First

College Education? Family Background and the Growing Gaps in Enrollment" (David T. Ellwood and Thomas J. Kane). Each chapter contains references. (KB)

ED 450 930 PS 029 272

Kralovec, Etta; Buell, John
The End of Homework: How Homework Disrupts Families, Overburdens Children, and Limits Learning.
PUB DATE- 00
NOTE- 119p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Standards; Change Strategies; Educational Attitudes; Educational Trends; Elementary Secondary Education; *Family Environment; *Homework; Low Income Groups; *Parent Attitudes; *Parent Student Relationship; Parent Teacher Cooperation; Social Change; Social Class; *Student Attitudes
IDENTIFIERS- Historical Background

Arguing that the burden of homework causes significant family stress--including parent-child conflict, reduced family leisure time, and overly tired children--this book questions whether the benefits of homework are worth its costs. The book examines the historical progression of homework and the influence of international competition on the trend toward increasing homework assignments. While there is little evidence that excessive homework sharpens skills or leads to a competitive edge in the global market place, the book notes evidence that homework does broaden class divides, as children in families with fewer resources struggle to keep up. The book concludes by offering simple strategies for parents to "trust their instincts" and work to reduce the demands of homework. Following the introduction providing a rationale for this discussion, the chapters of the book are as follows: (1) "The Kitchen Table," setting out the myths of homework and illustrating its impact on family life in countless homes across the country; (2) "Does Homework Work?"; (3) "Homework in Historical Perspective"; (4) "Kids and Homework"; (5) "Homework and the Level Playing Field"; (6) "Homework in the Global Economy"; and (7) "What's a Mother--and a Neighborhood, and a Nation--to Do?" Contains extensive notes organized by chapter. (HTH)

ED 450 931 PS 029 275

Statham, June
Outcomes and Effectiveness of Family Support Services: A Research Review. In Practice Issues.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Day Care; Day Care Effects; Disabilities; Early Childhood Education; Evaluation Methods; *Family Programs; Foreign Countries; Foster Care; Home Visits; Literature Reviews; Measurement Techniques; Mental Health Programs; Outcomes of Education; Parent Education; *Program Effectiveness; *Program Evaluation; Research Needs; Research Problems; State of the Art Reviews

Exposure; Media Habits; Media Literacy; United Nations
Convention on Rights of the Child

This report compiles information on recent and current trends in media literacy, including research on children and media, declarations related to the area, and a selection of relevant organizations and Web sites. The report first delineates children's rights as stipulated in the U.N. Convention on the Rights of the Child, especially as they relate to children and the media. The report then describes the changing media environment, noting that although media culture is intensive and all-pervasive, there remain huge gaps in various types of media in developed and developing nations. Current research information is then presented on the following topics: (1) recent trends in children's television programming by region; (2) the growth of electronic games; (3) the impact of advertising in audio-visual and children's media; (4) children's access to media in India and the U.S.; (5) children's media use worldwide; (6) children's and adolescents' media use styles in Europe; (7) children's media content preferences; (8) presentation of children in the media; and (9) the impact of media on children. The report next presents examples of international meetings on children and the media since 1990. Organizations and networks providing opportunities for children to develop media literacy and to participate in the creation of media are described. The regulation and self-regulation of media is also discussed. The report also includes international and regional declarations and resolutions on children and the media. A table is appended delineating media information by nation worldwide with information on income classification of countries. (Contains 116 references.) (KB)

ED 450 948   PS 029 296

Westman, Jack C., Ed.
Parenthood in America: Undervalued, Underpaid, Under Siege.
PUB DATE- 01
NOTE- 300p.; Foreword by T. Berry Brazelton.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Change Strategies; *Child Rearing;
Childhood Needs; Children; Cultural Differences; Day Care;
Employed Parents; Family Environment; Family Financial
Resources; *Family Needs; *Family Work Relationship; Fathers;
Individual Development; Mass Media Effects; Mothers; *Parent
Child Relationship; *Parent Role; Public Policy; Social
Attitudes; *Social Change; Values
IDENTIFIERS- Family Community Relationship; *Family Support;
Welfare Reform

Largely missing from debates about family values, childcare, education, and the future of children is the complex vocation called "parenthood." This book examines parenthood in the home, the community, and in society, and identifies parental stressors that have increased since the 1960s, calling on stakeholders to provide help with parents' day to day concerns and challenges. The chapters of the book are: (1) "Refocusing on Parenthood" (Marc H. Bornstein); (2) "Culture and Parenthood" (Patricia M. Greenfield and Lalita K. Suzuki); (3) "Growing Together: Parenthood as a Developmental Experience" (Jack C. Westman); (4) "Motherhood" (Bernice Weissbourd); (5) "Fatherhood" (Roger T. Williams); (6) "Family Life" (Jack C. Westman); (7) "Combining Love and Limits with Authoritative Parenting" (Robert E. Larzelere); (8) "Modeling Values for Children in Families" (David Popenoe); (9) "Parenting considerable promise to improve the lives of working poor parents and their children. (Contains 18 endnotes.) (KB)

ED 450 966 PS 029 320

Einspruch, Eric; Deck, Dennis; Grover, Jane; Hahn, Karen
Washington State Readiness To Learn: School-Linked Models for Integrated Family Services. 1998-99 Evaluation Report. Volume 1.
PUB DATE- 99
NOTE- 124p.; For Volume 2, see PS 029 321; for 1999-2000 Evaluation Update, see PS 029 322.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Educational Change; Elementary Secondary Education; *Family Programs; High Risk Students; Human Services; *Integrated Services; *Learning Readiness; Models; Program Effectiveness; Program Evaluation; Safety; *School Community Programs; School Community Relationship; *State Programs
IDENTIFIERS- Community Based Programming; Service Delivery Assessment; Washington

The state of Washington implemented the Readiness to Learn program as part of the state's Family Policy Initiative. The primary goal of the program is to serve as a formal link between education and human services by authorizing grants to local school-linked, community-based consortia to develop and implement strategies that ensure children arrive at school ready to learn. This report describes the program and details evaluation findings for 1998-1999. Chapter 1 of the report describes the need for Readiness to Learn programs, the funding history, goals and expected outcomes, general service delivery strategies, and key evaluation questions. Chapter 2 provides an overview of the 31 local programs funded in 1997-1999 and the characteristics of the children and families serviced during the 1998-1999 school year. Chapter 3 reports on the services received by children and families. Chapter 4 addresses the extent to which Readiness to Learn met the needs of children and families. Chapter 5 discusses the impact of these services on children and families. Chapter 6 discusses program contributions to community safety. Chapter 7 discusses the ways the program has contributed to systemic changes in service delivery to families and children. Chapter 8 highlights the successful practices in adhering to the eight Family Policy Initiative principles of service integration. A table detailing characteristics of Washington Readiness to Learn Programs is appended. (Contains 11 references.) (KB)

ED 450 967 PS 029 321

Einspruch, Eric; Deck, Dennis; Grover, Jane; Hahn, Karen
Washington State Readiness To Learn: School-Linked Models for Integrated Family Services. 1998-99 Evaluation Report. Volume 2: Program Summaries.
PUB DATE- 00
NOTE- 141p.; For Volume 1, see PS 029 320; for the 1999-2000 Evaluation Update, see PS 029 322.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Client Characteristics (Human Services); Elementary Secondary Education; *Family Programs; High Risk Students; Human Services; *Integrated Services;

IDENTIFIERS- School Food Management System

This report summarizes the educational highlights of a workshop sponsored by the U.S. Department of Agriculture, the University of Kentucky's Cooperative Extension Service, and the Kentucky Department of Agriculture aimed at boosting the use of locally produced fresh food in school feeding programs. The workshop was designed to provide a forum for local small agricultural producers and school food service buyers in Kentucky and surrounding states to network, teach participants about federal and state programs that give preferences to small or local vendors in the school lunch program, introduce emerging trends in school lunch purchasing that might create niche and seasonal marketing opportunities for small producers, enable small producers and school food service buyers who have already established successful direct marketing relationships to share their experiences, and inform participants about marketing assistance available to small farmers from government and university sources. The report addresses the following topics: the importance and benefits to farmers, schools, and students of farm-to-school marketing; product preferences of the school food service buyer; factors that influence a school food service buyer's choice of vendor; potential barriers to entry faced by the small producer; recommended approaches for breaking into the school food service market; case studies of successful farm-to-school marketing initiatives in California, Florida, Kentucky, and North Carolina; and how government programs can assist small farmers with school food service sales. Marketing checklists for small farmers and school food service directors and a resource section are included. (TD)

ED 450 984 RC 022 827

Schofer, Daniel P.; Holmes, Glyen; Richardson, Vonda; Connerly, Charles
Innovative Marketing Opportunities for Small Farmers: Local Schools as Customers.
PUB DATE- 00
NOTE- 54p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; Black Businesses; Cooperatives; Elementary Secondary Education; *Farmers; Food Service; Lunch Programs; *Marketing; *Rural Development; Rural Farm Residents; Rural Schools; School Business Relationship; Small Businesses
IDENTIFIERS- Florida; *Small Farms

A group of limited-resource small farmers in northern Florida's Jackson County, the USDA, the West Florida Resource Conservation and Development Council, Florida A&M University, and the Federation of Southern Cooperatives organized the New North Florida Cooperative to increase farm income by introducing improved methods of marketing value-added agricultural products while encouraging innovative farming techniques. The cooperative recognized a considerable opportunity in serving local school districts with fresh agricultural products, and focused its marketing efforts in that area. This report describes how the cooperative overcame initial difficulties, including lack of organization, economic difficulties, social attitudes, existing customer preferences, and lack of equipment. The cooperative formed a management team as its governing body that addressed problems and handled daily business activities in a unified, methodical way; acquired

Descriptions; *Rural Areas; School Health Services
IDENTIFIERS- Access to Health Care

In 1996, the federal Office of Rural Health Policy awarded 3-year outreach demonstration grants to 25 projects to provide direct primary and preventive health care services to rural residents in 20 states. The grant program allows recipients to test innovative ideas against the challenges of rural health care delivery, such as provider shortages, geographic isolation, and uninsured or underinsured children and families. Recipients must form a consortium of three or more local and state agencies or institutions to work together toward project goals. All the projects in this funding cycle succeeded in their efforts, but the populations served and the models implemented were extremely diverse. Fourteen projects focused on the specific needs of infants, children, or adolescents. Among other populations, women were served specifically by 11 projects, minority groups (Hispanics, African Americans, Native Americans, or Amish) by 8 projects, and the elderly by 6 projects. Six projects focused their activities in rural schools. Eleven projects provided continuing education opportunities to health professionals. Health education, health promotion, or disease prevention were the focus of 11 projects, with topics such as substance abuse, smoking prevention, mental health, nutrition, and first aid. Descriptions of the 25 projects include population served, services provided, innovative features, results, potential for replication, plans for continued funding, and contact information. (Contains title and subject indexes, a glossary, and a project locator map.) (SV)

ED 451 002 RC 022 858

The Outreach Sourcebook, Volume 7: Rural Health Demonstration Projects, 1997 to 2000.
PUB DATE- 01
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Health Services; Consortia; Demonstration Programs; Federal Aid; Health Education; Health Programs; *Health Promotion; *Health Services; Medical Education; *Outreach Programs; Professional Continuing Education; Program Descriptions; *Rural Areas; School Health Services
IDENTIFIERS- Access to Health Care

In 1997, the federal Office of Rural Health Policy awarded 3-year outreach demonstration grants to 45 projects to provide direct primary and preventive health care services to rural residents in 28 states. The grant program allows recipients to test innovative ideas against the challenges of rural health care delivery, such as provider shortages, geographic isolation, growing Hispanic/Latino populations in rural areas, and changing health care funding and delivery systems. Recipients must form a consortium of local and state agencies or institutions to work together toward project goals. All the projects in this funding cycle succeeded in their efforts, but the populations served and the models implemented were extremely diverse. Twenty-two projects focused on the specific needs of infants, children, or adolescents. Among other populations, women were served specifically by 7 projects, minority groups (Hispanics, African Americans, or Native Americans) by 16 projects, and the elderly by 9 projects. Thirteen projects focused their activities in rural schools or resources and lower enrollment rates in the three poorest regions. These regions also had critical shortages of teachers and classrooms at both primary and junior secondary levels. The quality of public basic education remained very poor, and post-basic education enrollment rates lagged behind those of basic education. Ghana's public health expenditures benefited primarily the nonpoor. While health services reached more rural areas in recent years, many rural areas still had limited or no access to health services. Analyses highlight a lack of relationship between public health expenditures and health outcomes, particularly for child immunizations. Data tables present details on enrollment rates, expenditures by education level and region, pupil-teacher ratios, results of criterion-referenced tests, rural-urban differences in male and female enrollments and education expenditures, health expenditures, distribution of health facilities and personnel, child immunizations by region and for rural and urban areas, hospital admissions, reported illnesses, and treatments in rural and urban areas. (Contains 22 references.) (Author/SV)

ED 451 020 RC 022 909

Boethel, Martha
Thriving Together: Connecting Rural School Improvement and Community Development = Prosperando juntos: La conexion entre el mejoramiento de la escuela rural y el desarrollo comunitario.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 194p.; Amy Averett and Catherine Jordan edited the English version. The Spanish version was edited by Amy Averett, Catherine Jordan, and Victor Rodriguez and translated by Bertha De la Garza.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Community Development; Community Schools; Cooperative Programs; Educational Change; Elementary Secondary Education; Entrepreneurship; *Program Development; Relevance (Education); Rural Development; Rural Education; *Rural Schools; *School Community Programs; *School Community Relationship; Service Learning
IDENTIFIERS- Place Based Education

Available in English or Spanish, this resource guide aims to help rural schools and communities learn ways of supporting each other so that both can thrive. Background information and basic tools are provided for starting a joint school-community development effort. Chapters contain: (1) outline of the guide and statement of beliefs about effective school-community development projects; (2) reasons why such efforts are worthwhile, and checklists of rural school and community needs and issues; (3) characteristics of schools and communities that are ready for change, and worksheets for informal assessment of support and resistance for a school-community development project; (4) core concepts and steps in the collaborative action team process; (5) reclaiming the school's role as community center through after-school programs, community education, and integrated services for students and families;

IDENTIFIERS- *Curriculum Mapping; North Central Regional Educational Laboratory; Third International Mathematics and Science Study

This workbook introduces curriculum mapping, a process used by schools and districts to reform and improve curricula. The school's or district's elementary and middle level science curriculum can be mapped out by indicating what topics are taught at what grade levels. This workbook is part of the North Central Regional Educational Laboratory's (NCREL's) ongoing effort to develop accessible and user-friendly, data-driven decision making tools. The workbook allows for the analysis and comparison of individual science curriculum to the United States as a whole and to top achieving nations around the globe. The curriculum is first mapped out on a tally sheet by indicating what topics are taught at which grades, then a plot is made of tally sheet totals on a variety of templates showing comparable data from the United States and top achieving nations. (SAH)

ED 451 043 SE 064 587

Mathematics Curriculum Mapping Workbook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 11p.; For the science workbook, see SE 064 586.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Elementary Education; *Mathematics Curriculum; *Mathematics Instruction; Middle Schools
IDENTIFIERS- *Curriculum Mapping; North Central Regional Educational Laboratory; Third International Mathematics and Science Study

This workbook introduces curriculum mapping, a process used by schools and districts to reform and improve curricula. The school's or district's elementary and middle level science curriculum can be mapped out by indicating what topics are taught at what grade levels. This workbook is part of the North Central Regional Educational Laboratory's (NCREL's) ongoing effort to develop accessible and user-friendly, data-driven decision making tools. The workbook allows for the analysis and comparison of individual mathematics curriculum to the United States as a whole and to top achieving nations around the globe. The curriculum is first mapped out on a tally sheet by indicating what topics are taught at which grades, then a plot is made of tally sheet totals on a variety of templates showing comparable data from the United States and top achieving nations. (SAH)

ED 451 044 SE 064 588

Stepanek, Jennifer, Ed.
Practical Inquiry: Effective Practices That Support Teaching and Learning in Mathematics and Science, 2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 14p.; Published twice per year. Theme issue.
LANGUAGE- English

Further, this process of reflection had the additional benefit of increasing the relevance and application of the science concepts to their daily lives. These findings provide evidence that a college level science course taught using constructivist methods had a positive impact on preservice teachers' science literacy. (Contains 23 references.) (Author/DB)

ED 451 069   SE 064 631

White, Paul; Mitchelmore, Michael
Learning Mathematics: A New Look at Generalisation and Abstraction.
PUB DATE- 99
NOTE- 14p.; Paper presented at the combined meeting of the Australian and New Zealand Associations for Research in Education (Melbourne, Australia, December, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Cognitive Development; Elementary Secondary Education; *Learning Strategies; *Learning Theories; *Mathematics Education
IDENTIFIERS- *Piaget (Jean); Skemp (Richard R)

This paper presents a cognitive theoretical framework for the learning of mathematics which has generic implications for other disciplines. The framework has been developed using a combination of established theories about learning and the authors' research into the understanding of some specific types of learning. It is based on the integration of the structure of mathematics as a discipline with the work of Piaget, Skemp, Davidov and others. The key aspect discussed is the role of abstraction and generalization in both forming mathematical concepts and learning mathematical procedures. Analysis indicates that there are at least two different types of generalization, the combination of which provides a powerful tool for learning. The paper concludes by analyzing some of the authors' recent research in light of the framework, showing how it provides practical guidelines which can be adapted to varying contexts. (Contains 20 references.) (Author/ASK)

ED 451 070   SE 064 637

Dayton, Rebecca; Edwards, Carrie; Sisler, Michelle
How Do Volcanoes Affect Human Life? Integrated Unit.
PUB DATE- 00
NOTE- 46p.; "Developed for fourth grade."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Earth Science; Elementary Secondary Education; *Environmental Education; Integrated Curriculum; Language Arts; *Lesson Plans; Mathematics Education; *Science Activities; Science Instruction; Teaching Methods; *Volcanoes
IDENTIFIERS- *Mount Saint Helens

This packet contains a unit on teaching about volcanoes. The following question is addressed: How do volcanoes affect human life? The unit covers approximately three weeks of instruction and strives to present volcanoes in an holistic form. The five subject areas of art, language arts, mathematics, science, and social studies are integrated into the unit. Students are

Wars of the United States. National Sponsors include Association of the U.S. Army, McCormick Tribune Foundation, Merrill Lynch and Co. Foundation, Inc., Pepsi Cola Company, The Quaker Oats Company, the New York Times Learning Network, and State Street Corporation. Contributors include Exxon Corporation, Phillips Petroleum Company, Pfizer Inc., Showtime Networks Inc., Sunstrand Corporation, Tenneco Inc., United Technologies, Citigroup Foundation, and USAA.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; Foreign Countries; High Schools; *History Instruction; Learning Modules; *Political Issues; Primary Sources; Student Research; Teaching Guides; *Thinking Skills; *United States History; Vietnam Veterans; *Vietnam War
IDENTIFIERS- Historical Research; Team Learning; Vietnam; *Vietnam Veterans Memorial; Vietnam War Literature

Today, the Vietnam Veterans Memorial (The Wall) has moved beyond its role as an international symbol of healing and stands as a living history lesson, but many of today's young people have a limited knowledge of the Vietnam War. This guide consists of an interactive curriculum enabling teachers to delve into the lessons of that chaotic period and charge their students with becoming enlightened historians and informed citizens. The guide contains materials and student assignments to support two complementary approaches to teaching the history of the Vietnam War. It has six separate modules covering various aspects of that era. Each module, in turn, consists of two sections which can be used separately or in combination, and each module contains supplementary material in the appendixes. The guide may be used: (1) as stand-alone lessons to be taught in a traditional format; (2) as a basis for team learning where student teams teach their classmates about the war; or (3) in customized combinations, teaching some lessons in a more traditional format and some lessons using team learning. Students will use primary source material to conduct historical research; exercise critical and reflective thinking; identify and empathize with the historical experience of others; develop group interaction skills, and engage leadership and citizenship skills. Contains biographic notes, a glossary, and an extensive bibliography. (BT)

ED 451 091   SO 032 393

Stirling, Diane
Character Education Connections for School, Home and Community: A Guide for Integrating Character Education. Grades Pre-K through 12. 2nd Edition.
PUB DATE- 00
NOTE- 312p.; Prepared with Georgia Archibald, Linda McKay, and Shelley Berg.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Ethical Instruction; *Moral Development; *Moral Values; *Personality Traits; Social Studies; *Values Education
IDENTIFIERS- Character Development; *Character Education

This character education guide, for grades Pre-K through 12, presents field-generated, field-tested ideas for integrating character education with daily learning. The ideas are varied

"Masada"; and (42) "The Kibbutz." (BT)

ED 451 111   SO 032 627

Grupe, Dixie J.
Resting in the Hands of God. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Egypt and Israel).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architecture; *Building Design; *Built Environment; *Comparative Analysis; Curriculum Development; Foreign Countries; *Historic Sites; *Religion; Religious Cultural Groups; Secondary Education; Social Studies
IDENTIFIERS- Cathedrals; Fulbright Hays Seminars Abroad Program; Mosques; Synagogues

This curriculum project explores three genres of spiritual location: the synagogue, the mosque, and the cathedral. The project examines their distinct elements and the elements that tie them together as sacred places that transcend time and place. It lists five student objectives: (1) identify the basic structural elements; (2) explain the use of light and decoration; (3) compare and contrast various architectural elements; (4) complete a chart that makes correlations among synagogue, mosque, and cathedral; and (5) write a poem that reflects learning and questions concerning the unit. The project contains extensive notes on architectural elements, teacher notes, strategies, and materials needed. Contains a 19-item bibliography. (BT)

ED 451 112   SO 032 628

Holdren, Greg
A Tour of Modern and Historic Egypt and Israel. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Egypt and Israel).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Foreign Countries; Intermediate Grades; *Middle Eastern History; *Regional Characteristics; Secondary Education; Social Studies; *Travel
IDENTIFIERS- *Egypt; *Israel

This curriculum unit supplement for middle school and secondary teachers helps students in grades 5-12 explore Egypt and Israel, in both ancient and modern contexts. The unit supplement begins with student objectives, such as practicing map and research skills and reviewing summary information concerning historic and current interests. It provides information about Egyptian and Israeli cities, landmarks, transportation, and commerce, and offers historical background on both regions. (BT)

ED 451 113   SO 032 629

DESCRIPTORS- *Alternative Teacher Certification; Diversity (Faculty); Diversity (Student); Elementary Secondary Education; Higher Education; *Minority Group Teachers; *Nontraditional Education; Paraprofessional School Personnel; *Preservice Teacher Education; Public Schools; Student Teachers; Substitute Teachers; Teacher Recruitment; Urban Schools
IDENTIFIERS- Armstrong Atlantic State University GA

The Pathways to Teaching Program is answering Georgia's call for minority teachers by offering noncertified school district employees with exemplary work records, above average college grades, and sincere commitment to teaching, tuition and other support to take college courses and become certified as teachers. In return, scholars contract to maintain a 2.5 grade point average (GPA), attend all program seminars and workshops, and teach in urban schools for at least 3 years. Georgia's Armstrong Atlantic State University is the first in the state in number of minority students enrolled in student teaching. Armstrong and Savannah State University, a traditionally black institution, collaborate to improve public education, with campuses sharing faculty. Armstrong's Pathways to Teaching Program is designed to increase the number of certified teachers, primarily minorities, in local public schools. Its main target is noncertified personnel. Special program features include workshops on improving GPA, mid-term grade reports, and Friday replacements which allow participants to take courses. Armstrong's success in recruiting, retaining, and training minority teachers involves: a credible, committed university advocate; sufficient funding; flexible scheduling; administrative support; collaboration with public schools; and increased practicum requirements in teacher education courses. (Contains 13 bibliographic references.) (SM)

ED 451 134   SP 039 655

Yarger, Sam; Klingner, Janette
Project SUCCEED.
PUB DATE- 00
NOTE- 5p.; Paper presented at the National Conference on Teacher Quality (Washington, DC, January 9-10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; *Faculty Development; Higher Education; Partnerships in Education; *Preservice Teacher Education; *Professional Development Schools; Public Schools; School Community Programs; Teacher Improvement
IDENTIFIERS- University of Miami FL

This paper describes Project SUCCEED (School University Community Coalition for Excellence in Education). The coalition includes the University of Miami School of Education, the University of Miami College of Arts and Sciences, Miami-Dade County Public Schools, and the Miami Museum of Science. The goal is to provide a comprehensive approach to teacher education that enables prospective teachers to see the big picture and understand where they fit on a professional development continuum that begins with recruitment, continues with prospective teacher education and subject-area learning, moves to novice teachers, and finishes with expert mentor teachers. The model includes STAR scholarships to aid with recruitment, collaborative curriculum reform, learning communities, Professional Development Schools, a support network for new

Professional Development Guide for Educators. The Multicultural Resource Series, Volume 1.
PUB DATE- 00
NOTE- 133p.; Produced by NEA Human and Civil Rights Division.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Consciousness Raising; Cultural Awareness; Cultural Influences; Curriculum Development; Diversity (Student); Elementary Secondary Education; *Faculty Development; Foreign Countries; Korean Americans; *Multicultural Education; Racial Identification; Teacher Improvement; World Wide Web
IDENTIFIERS- Ethiopia

This guide presents a collection of personal essays written by educators who describe how multicultural education has transformed their teaching. It also includes resources such as multicultural organizations, publications, videos, and Web sites. Chapter 1, "Multicultural Education: Voices and Visions," includes "Ethiopia at the Bar of Justice" (Willa Cofield); "The Process of Knowing and Learning: An Academic and Cultural Awakening" (Brenda Collins); "Narrative of Whiteness and Multicultural Education" (Paul Gorski); "Interactive Phases of Personal and Curricular Re-Vision with Regard to Race" (Peggy McIntosh); "Growing Stories" (Gene-Tey Shin); "Curriculum as Window and Mirror" (Emily Style); and "Process and Language: Planting Seeds, Finding Keys" (Kim Alesia Wilson). Chapter 2, "General Print and Electronic Media Resources," includes: books (curriculum and teaching, education reform, language, research and histories, and subject-oriented books); journals and magazines; book chapters and journal/magazine articles (arts, business education, language arts, mathematics, science, social studies, and urban education); Internet resources (Web sites, email forums, listservs, and mailing lists); general and national organizations; book and music distributors; film/video productions, resources, and distributors; and small presses. (SM)

ED 451 154 SP 039 828

Bryde, Beverly R.; Mahler, James; Murray-Ward, Mildred; Gathercoal, Paul; Bartell, Carol
Project MAGNETIC CONNECTIONS: Infusing Technology into California Lutheran University's Preservice Teacher Preparation Program.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; Faculty Development; Higher Education; Partnerships in Education; Preservice Teacher Education; Teacher Educators; Teaching Methods
IDENTIFIERS- California Lutheran University; Electronic Portfolios

California Lutheran University's (CLU's) School of Education created Project MAGNETIC CONNECTIONS to strengthen links between teacher preparation programs and K-12 schools through

Student Attitudes; Teaching Methods; Tutorial Programs; *Tutoring; Urban Schools
IDENTIFIERS- New York City Board of Education

This paper describes a pilot mentoring/tutoring program which paired undergraduate and graduate students with homeless, at-risk, urban elementary students. The project addressed students' poor school performance and disparities in access to technology for minority and disadvantaged students. It purchased computer software and established a computer lab. Tutors provided weekly computer sessions and individualized attention in order to influence tutees' attitudes toward math, reading, and science and improve academic achievement. To improve the consistency of support networks for students, parents and teachers were involved. The goal for college students was to increase knowledge of assessment issues and techniques, practice using tests, write and implement individualized remediation outcomes based on tutee needs, write psychoeducational evaluations, and collaborate to design a Webquest project. Elementary students completed various assessments at the beginning of the project and were compared to their peers. Parents received a final progress report showing individualized program gains and recommendations for future instruction. Reports were forwarded to classroom teachers. Tutees made between 3- and 8-month gains toward grade equivalency. Though students made greater academic gains in reading, greater attitude change was made toward math. There was no difference according to tutee age or gender. (SM)

ED 451 173 SP 039 851

Della-Piana, Connie Kubo; Blake, Sally; Lopez, Jorge; Hurley, Sandra
Uncle Sam Wants You: Looking for a Few Good Teachers.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001). Project funded by the National Science Foundation Project, The Partnership for Excellence in Teacher Education (NSF DUE-9343612).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Elementary Secondary Education; Higher Education; *Mathematics Education; Mathematics Teachers; *Science Education; Science Teachers; Student Motivation; Student Recruitment; *Teacher Recruitment; *Teacher Supply and Demand; *Teaching (Occupation)

This paper discusses the need for qualified teachers in specific areas, examining factors that motivate students to choose to teach (e.g., desire to work with people, value to society, and family influence). The Partnership for Excellence in Teacher Education promotes reform in science and mathematics teaching and learning in regard to preparing science and mathematics teachers. One of its goals is to recruit and retain promising students into teaching, particularly minority students. Researchers investigated how undergraduate content majors viewed teaching as a profession, studying undergraduate students from various mathematics and science areas who were enrolled in a summer course to expose them to the possibilities of teaching as a career. Participants read and discussed information on teaching and taught summer school students enrolled in a prefreshman engineering program. Participants kept journals and, at the end of the course, answered questions

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Diversity (Faculty); *Diversity (Student); Elementary Secondary Education; Foundations of Education; Higher Education; Limited English Speaking; Minority Groups; *Multicultural Education; Preservice Teacher Education; Teacher Attitudes

Old educational paradigms may not be the best approach to reconfiguring educational programs for the 21st century. Demographic projections for school-age children for the 21st century reveal an ethnically and linguistically rich population of students. The educational system that has historically existed in the United States was neither created by the families of the immigrant populations nor driven by the goals of providing a multiethnic/multicultural education for all students. There is a lack of professors in schools of education who are trained to be sensitive to the needs of ethnolinguistic minority children. As the minority student population grows, the preservice and inservice teacher population remains white. There is also a distinct lack of ethnic diversity in the promotion of ethnic minorities into the ranks of tenured and full professor status. This is a problem for future teachers since it is difficult to produce qualified, caring new teachers within a system that does not value and promote ethnic and linguistic diversity. This paper shows that the student undergraduate enrollments in the California State University System (CSU) for the year 2000 have followed the trend in the general population: the white student population continues to shrink as ethnic minorities expand to become the "Majority" of students. By contrast, there is a lack of ethnic composition for professors teaching in a typical School of Education, and there is a distinct lack of ethnic diversity in the promotion of minorities into the ranks of tenured or full professor status. (SM)

ED 451 193   SP 039 876

Jensen, Jacquelyn W.; Kauchak, Don; Rowley, Maxine Lewis
Teacher Candidates' Beliefs: Implications for Practice.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Mapping; Elementary Secondary Education; Higher Education; Learning; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; Teaching Methods

In a best-evidence synthesis of studies that examine change in teacher candidates' conceptions and practices during their teacher education course work, too few researchers provide evidence for the linkage between candidates' beliefs and their learning. To address this problem, a mixed-design study explored on the micro-level (i.e., a lesson) the connections between differential learning among four teacher candidates and their beliefs. Specifically, concept maps, a postmapping questionnaire, stimulated recall interviews, and a short answer assessment revealed connections between candidates' beliefs and their learning. Analysis of these data provided evidence that candidates' beliefs were good predictors of those candidates who learned the most and the least. Implications for future research concerning the beliefs that teacher candidates bring

Minnesota State Colleges and Universities have adopted a uniform policy for awarding credit based on student performance on AP examinations. The policy as stated in this guide is followed by member institutions, but many have individually approved additional credit-equivalent guidelines that are spelled out in the guide. Information is provided on an individual basis for 26 public colleges and universities and 21 private institutions. (SLD)

ED 451 215 TM 032 443

Education, Section J. Extracted from the 2000 New York State Statistical Yearbook. 25th Anniversary Edition. Revised and Expanded.
PUB DATE- 00
NOTE- 43p.; In its: New York State Statistical Yearbook, 25th Anniversary Edition. Revised and Expanded, p323-363, 2000. For the 1999 section on education, see ED 441 863. For the 1995 and 1996 editions, see ED 407 432 and ED 390 071.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Archives; Broadcast Television; College Students; Degrees (Academic); Dropouts; Educational Attainment; *Educational Finance; *Elementary Secondary Education; *Enrollment; Fine Arts; High School Graduates; *Higher Education; Libraries; Private Schools; Public Schools; Scholarships; *School Statistics; Student Loan Programs; Tables (Data); Tuition Grants; Yearbooks

This yearbook presents statistical information about the state of New York and its population as well as information on the five boroughs of New York City. The 41 tables of Section J describe education in New York state in the 1990s and into 2000 and contain information that makes it possible to compare these statistics from previous years and for other states. Tables are grouped into the following categories: (1) fall enrollments in public and nonpublic elementary and secondary schools; (2) public school finances and professional positions; (3) high school graduates, college entrants, dropout rates; (4) enrollments, degrees granted, and expenditures by institutions of higher education; (5) State University of New York enrollments, degrees granted and employees; (6) tuition assistance, student loans, scholarships and awards; (7) educational attainment; (8) libraries, archives, and museums; (9) support for the arts; and (10) public television and broadcasting. Data range from 1980 through 2000, with the emphasis on recent years. (SLD)

ED 451 216 TM 032 444

Ediger, Marlow
Mathematics: Measurement Theory versus Constructivism.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; *Constructivism (Learning); *Educational Theories; Elementary Secondary Education; *Mathematics Achievement; Mathematics Tests; *Measurement Techniques; Standardized Tests; *Student Evaluation

Because state mandated testing has become so important in indicating student achievement in mathematics, measurement has paper focuses on selection. The following principles of selection are discussed: (1) developing a balance of subject areas that reflect academic or community needs for information; (2) building collections with breadth and depth; (3) building collections cooperatively to preserve the record of human culture and achievement; (4) serving as a gateway and quality control agent for both print and electronic information; (5) eliminating selector cultural and/or political bias in building collections; and (6) organizing digital information to enable users to access it quickly and easily. The skills of the selector in the digital environment are also considered. The second part covers acquisitions, including areas where there is potential for conflict between a licensor and the library licensing an information product (e.g., disagreements about authorized users, third-party rights, and third-party liability). Negotiation skills necessary for negotiating the licensing of electronic products are listed, and the importance of systems staff becoming involved in selection and acquisition decisions is highlighted. (MES)

ED 450 727 IR 057 983

Akeroyd, John
The Management of Change in Electronic Libraries.
PUB DATE- 00
NOTE- 7p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Change Strategies; *Electronic Libraries; Futures (of Society); *Information Technology; Library Administration; *Library Development; Library Personnel; *Library Services; Staff Development; Users (Information)
IDENTIFIERS- Barriers to Change; Electronic Resources; *Technological Change

Libraries are in a process of fundamental change brought about by radical changes in technology. This paper charts the changes that have taken place over the years and makes some assumptions as to how the future will look. Barriers to increased use of technology are analyzed and detailed, including: lack of uniformity in search systems; the difficulty of providing integrated access to resources; and problems with user authentication and authorization. Finally, the paper looks at what managers need to do to bring about these changes and reviews the relevant key issues, including strategic management, procurement, information technology, and staffing and staff development. (MES)

ED 450 728 IR 057 984

Andreeva, Irina A.; Kirkwood, Francis T.
The Role of Parliamentary Libraries in Eastern Europe in Ensuring Public Access to Government Information: The Case of Russia.
PUB DATE- 00
NOTE- 9p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- Academic Libraries; Computer Uses in Education; Elementary Secondary Education; Federal Government; Foreign Countries; Government Role; Higher Education; *Material Development; *Multimedia Instruction; *Multimedia Materials
IDENTIFIERS- Germany

This paper on multimedia in German libraries begins with an introduction to multimedia. Initiatives of the federal government and in the Laender (federal states) are then described, including: a 1997 symposium organized by the university library of Goettingen that presented several multimedia models developed in universities; the multimedia program of the Federal Ministry of Economics; Federal Ministry of Education and Research promotion of projects for the development of multimedia education tools for both schools and universities; the German Research Foundation strategic research initiative; the "Future for the Young Generation" project in Baden-Wurttemberg; the Digital Video Archive at the University of Karlsruhe; and the multimedia teaching and learning server at the University Library of Essen. Future developments are also addressed. (MES)

ED 450 749 IR 058 005

Dalton, Pete; Levinson, Kate
An Investigation of LIS Qualifications throughout the World.
PUB DATE- 00
NOTE- 9p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); Foreign Countries; Higher Education; International Programs; Library Associations; *Library Education; *Research Methodology
IDENTIFIERS- Europe; International Federation of Library Associations; University of Central England

This report details initial findings and issues facing researchers working at the University of Central England on an IFLA (International Federation of Library Associations and Institutions) education and training project. This project explores LIS (Library and Information Science) education standards worldwide and the potential for increased international parity of qualifications. The paper describes three possible methodological approaches for the research and their respective drawbacks. The first approach is to produce a database detailing the various accreditation criteria required for recognition by the appropriate national library organizations. The second approach examines the existing procedures operating within the EU (European Union) to allow for the recognition of overseas qualifications across all curriculum areas; there is a short description of the NARIC (National Academic Recognition Information Centre for the United Kingdom) service and its role in this area. The third approach is to compile a detailed database that looks at the course duration and content of each LIS education institution. Possible ways forward are suggested, including adapting the NARIC model to include greater detail, collecting individual course data, and requiring all national library organizations to adopt a model of accreditation for LIS courses. (MES)

ED 450 750 IR 058 006

Eagleton Institute; and (4) the Alcohol Studies Database. The "e" connections (e.g., e-library, e-journal, e-book) as addressed, noting that these areas represent potential technological discontinuities for the library. It is concluded that the SCC projects demonstrate that: prototyping is an effective tool to understand potential new services; reusable platforms reduce time to market; new technologies in combination with traditional librarian competencies offer the opportunity for new services; and platforms offer ways to encapsulate knowledge so that we don't lose it. (Contains 12 references.) (MES)

ED 450 771 IR 058 027

Kahlert, Maureen V.
The Baby Boomer Generation--Impact on Public Libraries: Theoretical and Practical Evidence.
PUB DATE- 00
NOTE- 12p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Baby Boomers; Comparative Analysis; Demography; Foreign Countries; *Library Services; Library Surveys; *Public Libraries; *Users (Information)
IDENTIFIERS- Australia

This paper discusses the impact of the Baby Boomer generation on public libraries. The paper has five main objectives: (1) to provide a statistical and demographic profile of the Baby Boomers at the local, state, and national levels within Australia; (2) to provide characteristics of the Baby Boomer generation; (3) to present comparative results and outcomes of a library survey within the Shire of Swan (Australia) Public Library Service where the Baby Boomers were statistically targeted, including demographics, self service options, purpose for using the libraries, prioritization of future services/needs, personal computer and Internet access, value to customers of services and resources, and leisure interests; (4) to address the issue of mythical or real impact of this generation on public libraries; and (5) to address the issue of theoretical documentation about the Baby Boomers versus practical evidence. (MES)

ED 450 772 IR 058 028

Kulisiewicz, Wojciech; Karamac, Barbara
Relations and Co-Operation between Legislative Libraries in the European Community.
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electronic Libraries; Foreign Countries; Government Libraries; Institutional Libraries; *International Cooperation; International Programs; *Law Libraries; *Library Cooperation;

class-library project in grades 2-3, with no central library in the school; and (3) children who did not participate in a class-library project, while having a central library in the school. A certain contribution of the class-library project was apparent, but the realization of this contribution depends on the existence of a central library in the school. A class library is not a substitute for a central collection, although it can constitute one approach among several that can encourage children reading. (Author/MES)

ED 450 793 IR 058 049

Snyman, Retha
Bibliographic Control--Is the Current Training Still Relevant?
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cataloging; Classification; *Curriculum Development; Higher Education; Information Technology; *Job Skills; Librarians; *Library Education; Library Services; *Relevance (Education)
IDENTIFIERS- Bibliographers

This paper on the relevancy of training in bibliographic control begins with a section that discusses the reasons for teaching bibliographic control, including national and universal bibliographic control, cooperation between libraries and information services, quality service to the users, and development of systems and databases. The second section summarizes current trends that may have an effect on the teaching of bibliographic control, including computerization of processes, networking and interconnection, the Internet, new developments in the field of bibliographic control, and experiential training. The third section describes competencies the bibliographer should possess, including cataloging and classification skills, analytical and critical thinking skills, computer literacy, and interpersonal skills. The fourth section proposes a curriculum and training program taking the new developments and competencies into consideration. (MES)

ED 450 794 IR 058 050

Stafford, Beth
Freeing Access to Women's Information: An Overview.
PUB DATE- 00
NOTE- 10p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Bias; Cataloging; Classification; *Females; Library Collection Development; Library Collections; *Library Services; Subject Index Terms; *Womens Studies
IDENTIFIERS- Web Sites

This paper gives an overview of activities related to access to information about women that have been undertaken by librarians

Information; *Professional Personnel; Questionnaires; *Research Libraries; *Salaries; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Canada; United States

This document reports the 2000-2001 salary data for all professional staff working in ARL (Association of Research Libraries) libraries. Data for 8,882 professional staff members were reported for the 112 ARL university libraries, including their law and medical libraries (811 staff members reported by 68 medical libraries and 708 staff members reported by 72 law libraries). For the 10 non-university ARL members, data were reported for 3,731 professional staff members. The tables are organized in seven major sections: (1) salary figures for all professionals working in ARL member libraries, including law and medical library data; (2) salary information for the 10 non-university research libraries of ARL; (3) data for the general library system of the university ARL members, combing U.S. and Canadian data but excluding law and medical data; (4) data on U.S. ARL university library members excluding law and medical data; (5) data on Canadian ARL university libraries excluding law and medical data; (6) data on medical libraries, combining U.S. and Canadian data; and (7) data on law libraries, combining U.S. and Canadian data. The university population is generally treated in three distinct groups: staff in the "general" library system, staff in the university medical libraries, and staff in the university law libraries. All branch libraries for which data were received, other than law and medical, are included in "the general" category, whether or not those libraries are administratively independent. Most tables show Canadian salaries converted into U.S. dollar equivalents at the rate of 1.4719 Canadian dollars per U.S. dollar; however the tables pertaining exclusively to staff in Canadian university libraries express salary data in Canadian dollars. A list of ARL member libraries and a table of numbering changes for 1998-99 to 1999-2000 is appended. (Contains 48 data tables.) (AEF)

ED 450 813 IR 058 103

Brown, Gerald R.
Sri Lanka--Canada School Library & Information Services Programme Components: A School Library Study Tour. Final Report.
SPONS. AGENCY- World Bank, Washington, DC.
PUB DATE- 01
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Information Services; Library Development; Library Policy; Library Services; *Program Development; *School Libraries
IDENTIFIERS- Canada; Sri Lanka

This document reports on a study tour of Canadian schools conducted by the Sri Lanka Ministry of Education. The purposes of the tour were to: develop an awareness of the scope of modern school library programming; investigate the aspects of implementation of a modern school library program including staffing, facilities, educational programming, resources, staff training and development, advocacy, policy and procedures work; prepare leaders to work on the implementation of a school library development plan and educational program for peers and colleagues upon return to Sri Lanka; and assist in advising the NILIS (National Testing and Assessment Institute) on education and training needs for the field. More than 20 sites were

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Educational Assessment; Educational Planning; *Evaluation Methods; *Learning; *Student Evaluation; Two Year Colleges
IDENTIFIERS- *College of DuPage IL

Developed by members of the Student Outcomes Assessment Committee at College of DuPage (Illinois), this booklet addresses various issues on student assessment. Assessment is a repeating cycle of basic actions. The organizers plan and define the outcomes or expectations and make them public. The organizers also assess the success of the action in attaining the expected outcomes and identify any relevant concerns. Outcomes assessment processes and cycles occur throughout the institution from classroom to college-wide strategic planning. In the classroom, a faculty member may use classroom-assessment-techniques (CATs) to gather feedback about a single lecture/discussion, to examine students' grasp of key concepts and issues in the discipline, or to solicit students' self-reflective assessments of their progress in a particular unit of study. Widening the scope of assessment to include multiple-section, discipline, and program assessment involves extensive collaboration. Continuing to widen the scope of assessment leads to the processes that involve multiple units, disciplines, and programs at the college. Many of these institution-wide processes are expressed in the college's mission. Assessments should focus on documenting effective changes as the result of activities and make use of multiple measure of outcomes to assure reliability and validity. (JA)

ED 450 834   JC 010 209

Houston Community College System 1999-2000 Fact Book.
PUB DATE- 00
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; College Administration; *Community Colleges; *Educational Trends; *Enrollment; *Institutional Characteristics; *Organizational Objectives; School Effectiveness; Two Year Colleges
IDENTIFIERS- *Houston Community College System TX

The Houston Community College System 1999-2000 Fact Book provides general statistical information about the college system. It addresses financial information, personnel profile, student profile, academic achievement, enrollment trends, and instructional programs. Institutional goals and objectives for 1997-2000 include promoting student success, improving student access, ensuring responsive curricula, and building new partnerships. As the state-mandated workforce trainer for the City of Houston, with a commitment to intellectual growth, economic expansion, and community development, the college system has developed a broad range of programs and services to ensure that no group of individuals is without resources to reach its goals. Highlights of the report include: (1) out of 702 full-time faculty during fall 1999, 51.2% had master's degrees as highest degree earned, while 26.0% had bachelor's or other qualifications and 22.7% had doctoral degrees; (2) the system transfer rate for the 1997-98 academic year was 28.8%, slightly lower than the state transfer rate of 29.0%; (3) top

*Faculty Evaluation; Portfolio Assessment; Professional Development; Two Year Colleges

This report discusses the effects of the "competing values" of community college administrators and faculty members on faculty evaluation programs. College administrators and faculty often have different perceptions about why an appraisal process is implemented. Community college administrators share a belief that their institutions should be stable, accountable, and in control of faculty and staff. Faculty members, on the other hand, generally share a belief that administrators should be more willing to share resources and power, and allow for creative growth and development in teaching. Because of the competing values, more fuel has been added to the debate over the perceived purpose of faculty evaluation. A review of documents and journal articles entered into the ERIC database since 1983 suggests that one faculty evaluation approach that emerged as a result of the competing values is a "procedural approach." Under this approach, self-evaluations are combined with appraisals made by peers, administrators, and students on an ongoing basis to accumulate a body of evidence that is used for both formative and summative appraisals. A second approach is the "developmental approach," which involves faculty members in the creation of teaching portfolios, dossiers, and self-evaluations that describe teaching strengths and accomplishments while participating in faculty development programs. Contains 28 references. (JA)

ED 450 855 JC 010 239

Townsend, Barbara K.; Ignash, Jan
Assumptions about Transfer Behavior in State-Level Articulation Agreements: Realistic or Reactionary?
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Sacramento, CA, November 17-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; *Community Colleges; Educational Policy; *Educational Research; Higher Education; *Institutional Cooperation; *Transfer Policy; Transfer Programs

This paper discusses state-level articulation agreements and the transfer behavior of college students. Several studies are described, most notably Kintzer and Wattenbarger's (1985) finding that, in the mid-1980s, eight states had formal and legally based policies and 22 additional states had state system policies. The authors assert that, given the likelihood that the majority of today's college students will transfer at least once during their college education, it is imperative that states have articulation agreements that facilitate this transfer. The authors' study, also discussed in this paper, sought to update Kintzer and Wattenbarger's research. In spring 1999, a two-page survey was sent to the executive directors of state higher education and community college agencies, asking about the existence of articulation agreements. Findings included: (1) respondents for 34 of the 43 states in the study indicated that their state had developed a formal, statewide articulation agreement; (2) 27 of these states had developed or amended their agreements since the Kintzer and Wattenbarger study; (3) the traditional view of transfer as an upwardly vertical movement from the two-year to the four-year college including disinfectants, art supplies, pesticides, and toxins in food and drinking water. The primer also provides practical information on safe and environmentally friendly household cleaners and disinfectants, outlines an approach to controlling pests in the yard and garden without using poisons, and describes safe alternatives to toxic arts and crafts materials. Following an introduction, the primer is presented in five parts: (1) "Household Cleaners, Disinfectants, etc."; (2) "In the Play Area"; (3) "Controlling Pests in the House, Lawn, and Garden"; (4) "Food and Water"; and (5) "Disposal." The primer concludes with a list of organizational and published resources for each section. (KB)

ED 450 875 PS 029 037

Stosny, Steven
Compassionate Parenting.
PUB DATE- 98
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Groups; Attachment Behavior; *Child Rearing; *Children; Discipline; *Emotional Development; Empowerment; Family Relationship; *Parent Child Relationship; Parent Education; *Parenting Skills; *Parents; Punishment
IDENTIFIERS- *Compassion; Emotional Intelligence; Emotional Regulation; Parenting Styles

Noting that parents' response to their children is essentially emotional and keyed almost exclusively to inferences about their children's emotions, this program for parents teaches compassionate parenting, an approach that provides a secure emotional base from which children explore and interact with their environment as parents develop the protective, nurturing, and compassionate skills that empower them in all areas of life. Part 1 of the program guide describes how compassionate parenting contributes to children's emotional intelligence; outlines the elements of compassionate parenting; discusses the emotions related to attachment; identifies compassion as the self-building emotion; and describes how emotions convey one's ability to cope and how compassionate parenting promotes a compassionate identity. This part also discusses the development of meaning, the components of emotion and motivation, and the use of punishment in rearing children. Part 2 of the guide presents general skills for compassionate parenting, including regulating anger, changing emotional regulation habits, using values and core values in emotional regulation, guiding emotional investment in children, and teaching compassion and emotional vocabulary. This part also presents home play therapy as a structure to maximize parental interest in children. In addition, this part presents rules for effective discipline and discusses how children learn to anticipate consequences. Ways to empower children are presented, along with a family empowerment agreement and a step-by-step technique for resolving disputes. Part 3 presents specific skills for compassionate parenting of children of various ages from infancy through adolescence. The guide's seven appendices include a scale for parents to rate their core self as parents, lessons for building emotional vocabulary, and steps of emotional regulation for adolescents. (KB) developments and initiatives, including the National Numeracy Project and a recent Government White Paper; (3) Piaget's influence on current approaches to teaching mathematics in the early years; (4) the home as a context for numeracy development; (5) children's knowledge and experience of number before entering school; (6) content and context of teaching and learning; (7) interactive basis of early learning; (8) mental calculation; (9) role of the teacher; (10) links between literacy and numeracy; (11) management roles and responsibilities; (12) role of preschool settings; (13) math schemes and workbooks; and (14) implications for teachers, for partnership with parents, for staff development, and for management. Contains 27 references. (KB)

ED 450 894 PS 029 236

Hughes, Anne; Ellis, Sue
Writing It Right? Children Writing 3-8. Early Education Support Series.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Early Childhood Education; *Emergent Literacy; Foreign Countries; *Handwriting; Letters (Alphabet); Parent Role; Story Telling; Student Attitudes; Student Interests; Student Motivation; *Writing Instruction; Young Children
IDENTIFIERS- Print Awareness; Scotland; Story Telling by Children; Story Writing

Addressed to early childhood educators in Scotland, this guide shows how adults working in preschool and early primary school settings can maximize children's interest, knowledge, and skills in writing, and actively foster the disposition to be a writer. Following an introduction, the guide is presented in four parts. Part 1, "Teaching Writing 3-8," focuses on the role of preschool and primary school environments in promoting emergent literacy, makes suggestions for nourishing children's enthusiasm for writing, and examines the importance of a responsive curriculum for fostering interest in print and literacy. Part 2, "Print and Forming Letters," concerns what children need to learn, what they see as important, and what they understand about letter writing. This part also presents suggestions for identifying children's current level of understanding, modeling print and letter formation, and incorporating mistakes as part of the learning process. Part 3, "Writing Is Important," focuses on the importance of learning the functions of writing, the role of the family in early writing, and what educators need to know and do regarding the intentions, formats, and functions of writing. Suggestions are offered for providing writing opportunities and for supporting children as writers. Part 4, "Stories," discusses how a story telling environment enhances early writing, the characteristics of children's early stories, how adults can prompt children's stories, how they can teach children to write stories, and the role of writing as a social and personal activity. The guide includes numerous examples from practice and questions for reflection. Contains a list of 12 references and suggested readings. (KB)

ED 450 895 PS 029 237

Five Years.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 68p.; Illustrated by Sally Springer.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Books; Childrens Literature; Infants; *Parent Child Relationship; *Parent Influence; Parent Materials; *Parents as Teachers; *Prereading Experience; Preschool Children; Preschool Education; Toddlers
IDENTIFIERS- Daily Routines

Intended to provide concrete ways for parents to help children become readers and writers, this easy-to-read, illustrated booklet uses the everyday routines that parents follow with their children--bathing and dressing, eating, shopping, doing household chores--to demonstrate how to build vocabulary, learn about conversations, and discover meaning from the written word. Rather than using workbooks and special games, the booklet explains the value of everyday talking, singing, and reading to children. Guidance is provided by age group: baby, toddler, preschool, and kindergarten. The booklet also includes lists of books to read for each age group. (EV)

ED 450 913 PS 029 255

Blau, David; Tekin, Erdal
The Determinants and Consequences of Child Care Subsidy Receipt by Low-Income Families. JCPR Working Paper 213.
PUB DATE- 01
NOTE- 49p.; Revised version of paper presented at the Conference on Incentive Effects of Tax and Transfer Policies (Washington, DC, December 8, 2000). Some text may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Early Childhood Education; Family Characteristics; *Financial Support; *Grants; *Low Income Groups; Policy Analysis; Predictor Variables; *Program Evaluation; State Action; Welfare Recipients; Welfare Services
IDENTIFIERS- *Subsidized Child Care Services; *Welfare Reform

This paper provides an early analysis of child care subsidies under welfare reform. The paper reviews the literature on child care subsidies and discusses the potential for such subsidies to be an effective part of the effort to make low-income families economically self-sufficient. The paper then uses data from the National Survey of America's Families (NSAF) to assess: (1) how household characteristics and state subsidy rules and expenditures affect the likelihood of receiving a subsidy; and (2) how subsidy receipt affects employment and welfare participation. Findings suggest that child care subsidies encourage employment and school enrollment among welfare recipients, but not among non-recipients. (A mathematical model of child care use is appended. Contains 51 references.) (EV)

ED 450 914 PS 029 256

Coffin, Linda
Minnesota Kids: A Closer Look. 2001 Data Book.

IDENTIFIERS- *Family Support; Program Characteristics; United Kingdom

This report reviews the evidence for the effectiveness of different kinds of family support services, focusing on services in the United Kingdom, particularly for families who are disadvantaged or experiencing particular difficulties in their lives. The report also describes different evaluation methods and presents information on various measures and scales used to evaluate family support services. Part 1 of the report presents the conceptual framework, defining family support services and examining issues involved in evaluating such services. Part 2 presents evidence for effectiveness of the following types of services: (1) day care and early education; (2) parenting education; (3) family centers; (4) pre- and postnatal home visiting; (5) befriending and support; (6) children's mental health intervention; (7) services for disabled children and their families; (8) short-term foster care; (9) social work support; and (10) family group conferences. Part 3 presents instruments used to measure child and family outcomes related to child development and behavior, parenting, social support and resources, adult mental health and emotional well-being, and satisfaction with services. The report concludes by noting that there is good evidence for the effectiveness of high quality early education and day care services and for some parenting programs. There is much anecdotal evidence for the effectiveness of family centers. There is some evidence for the effectiveness of population-based mental health services to reduce child behavior problems and of the impact of services to support parents of children with disabilities. The report also acknowledges a need for well-designed studies of the effectiveness of U.K. family support services and for the development of appropriate outcomes measures. Contains 116 references. (KB)

ED 450 932   PS 029 276

Jacobson, Wendy B.
Safe from the Start: Taking Action on Children Exposed to Violence. Summary.
PUB DATE- 00
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Groups; At Risk Persons; Change Agents; *Change Strategies; Child Advocacy; *Child Safety; Child Welfare; *Children; Cooperation; Early Intervention; Family Programs; Family Violence; *Intervention; *Prevention; Program Descriptions; *Violence
IDENTIFIERS- Child Protection; Criminal Justice; *Witnesses to Violence

In June, 1999, the U.S. Departments of Justice and of Health and Human Services convened the National Summit on Children Exposed to Violence, bringing together experts to develop a framework for understanding and addressing children's exposure to violence. This Summary describes that framework, presenting an action plan that outlines principles for preventing and reducing the negative impact of such exposure on children. Following an introduction, Part 1 of the report discusses the potential impact of violence exposure on children. Part 2 presents a framework for understanding and addressing children's exposure to violence, including committing to common goals; understanding the challenges involved; knowing the facts

Adolescents and Adolescents as Parents: A Developmental Contextual Perspective" (Richard M. Lerner, E. Ree Noh, and Clancie Mavello Wilson); (10) "Grandparenthood" (Jack C. Westman); (11) "The Challenges of Divorce for Parents and Children" (Judith S. Wallerstein); (12) "The Effects of Maternal Employment on Families and Children" (Lois Wladis Hoffman); (13) "The Quest for Quality Childcare" (Diane B. Adams); (14) "Children, Parents, and Schools" (M. Elizabeth Graue and Benjamin A. Benson); (15) "Family-Centered Health Care" (Beverley H. Johnson); (16) "Parenthood in American History" (Stephanie Coontz); (17) "Growing Chaos in the Lives of Children, Youth, and Families: How Can We Turn It Around?" (Urie Bronfenbrenner); (18) "The Changing Contexts of Parenting in the United States" (Larry Bumpass); (19) "Supporting Parents in a Socially Toxic Environment" (James Garbarino); (20) "The Media and Parents: Protecting Children from Harm" (Joanne Cantor and Amy I. Nathanson); (21) "The Impact of Welfare Reform on Families: The Wisconsin Experience" (J. Jean Rogers and Heidi Hammes); (22) "Neighborhoods and Communities that Support Parenthood" (Lisbeth B. Schorr); and (23) "Parent Power" (Silvia Ann Hewlett). An epilogue by Jack C. Westman concludes the book. Each chapter contains reference notes. (HTH)

ED 450 949   PS 029 297

Perlmutter, Jane; Burrell, Louise
The First Weeks of School: Laying a Quality Foundation.
PUB DATE- 01
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; *Early Childhood Education; Educational Practices; Ethnography; Learning Centers (Classroom); Reflective Teaching; *Student Centered Curriculum; *Student Empowerment; Teacher Student Relationship; Theories
IDENTIFIERS- *Beginning of School Year; Indicators; Vignettes

Based on the view that the first weeks of school lay the foundation for the remainder of the year, this book uses an ethnographic approach to present the story of one teacher and the classroom she constructed during the first weeks of school. The book's introduction explores beliefs about children and teaching and a view of theory and practice focused on building student empowerment. Chapter 1, "Before School Begins: Planning for the Year," advocates reflecting on past systems and procedures and organizing the environment to encourage independent work. This chapter also describes classroom learning areas, and examines community as part of the curriculum. Chapter 2, "The First Day: Creating Community," presents a variety of first day experiences, identifies lessons learned, and asserts that comfort, conversation, empowerment, expectations, and sharing are vital elements in the beginning of a school community. Chapter 3, "The First Weeks of School: Getting Down to Work," discusses the process of creating a predictable daily schedule that guides teachers and children throughout the year, and includes a typical daily schedule, "givens" or requirements, and goals and standards. Chapter 4, "The First Weeks of School: Learning about Quality," examines beginning work assignments, introducing the concept of quality, building a quality community, and using systems theory and choice theory. Chapter 5, "Roadblocks, Yes Buts, and Challenges

*Learning Readiness; Models; Program Descriptions; *School Community Programs; *School Community Relationship; State Programs
IDENTIFIERS- Program Characteristics; Washington

The state of Washington implemented the Readiness to Learn program as part of the state's Family Policy Initiative. The primary goal of the program is to serve as a formal link between education and human services by authorizing grants to local school-linked, community-based consortia to develop and implement strategies that ensure children arrive at school ready to learn. This report presents summary descriptions of 34 local programs statewide. Each summary description is organized similarly and includes a brief program description, information on consortium and collaborative agreements, descriptions of services to children and families, details on the outcomes for children and families, statistics on characteristics of program participants, and examples of program successes. (KB)

ED 450 968   PS 029 322

Einspruch, Eric; Deck, Dennis; Grover, Jane; Hahn, Karen
Readiness To Learn: School-Linked Models for Integrated Family Services. 1999-2000 Evaluation Update.
PUB DATE- 01
NOTE- 50p.; For 1998-99 Evaluation Report Volumes 1 and 2, see PS 029 320 and PS 029 321.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; Elementary Secondary Education; *Family Programs; High Risk Students; Human Services; *Integrated Services; *Learning Readiness; Models; *Program Effectiveness; Program Evaluation; *School Community Programs; *School Community Relationship
IDENTIFIERS- Program Characteristics; Washington

The state of Washington implemented the Readiness to Learn program as part of the state's Family Policy Initiative. The primary goal of the program is to serve as a formal link between education and human services by authorizing grants to local school-linked, community-based consortia to develop and implement strategies that ensure children arrive at school ready to learn. This report provides updated evaluation findings for 1999-2000. The findings show that Readiness to Learn continues to successfully help students and families increase the likelihood of success at school and promote systemic change among service providers. Highlights from the 1999-2000 year include the following: (1) a logic model that describes the structure of the learning and teaching support programs was developed; (2) Readiness to Learn served 4,391 families and 5,583 children, referred primarily for academic problems, family basic needs, school behavior problems, and family problems; (3) families received services related to their children's education, basic needs, family functioning, mental health, and parent involvement in their children's education; (4) most families achieved at least one outcome related to the services they received; (5) teacher ratings showed an improvement in participating elementary school students' classroom performance between the time of initial program entry and follow-up; (6) middle and high school students also showed a slight increase in their grade point average; and (7) Readiness to Learn consortium members reported that their consortium had helped members learn about other capital and purchased necessary startup equipment, such as a refrigerated trailer, cutting machines, and wash sinks; and developed a good working relationship with the food service director for the Gadsden County School District by providing high-quality produce, prompt deliveries, fair prices, and courteous professionalism. The cooperative's main product was fresh-cut leafy greens, but watermelons, strawberries, blackberries, and grapes were also sold. The cooperative established a reputation as a reliable vendor and expanded to school districts in three other counties. Appendices present school menus, an order form, and a delivery schedule. (Contains 28 references.) (TD)

ED 450 985   RC 022 828

Okuma, Michiyo Kiwako
Education Is a Total Way of Life: Models and the Reality.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (San Antonio, TX, March 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indian Education; Boarding Schools; *Canada Natives; *Culturally Relevant Education; Educational History; *Educational Practices; Experiential Learning; Foreign Countries; Holistic Approach; *Nonformal Education; *Role of Education; Tribally Controlled Education
IDENTIFIERS- British Columbia

A qualitative field study employing participant observation revealed that the Nisga'a, a Native people of northwest British Columbia, Canada, believe that education is a total way of life, with teaching and learning being a lifelong process. Traditionally, education was conducted by one's parents; extended family, especially maternal aunts and uncles; and members of one's clan. Education was not separated into schools, but happened in every societal setting through practical training and participation in tribal activities. With European contact, formal schooling was introduced, and progressed from missionary schools on Nisga'a land to missionary boarding schools and government-operated provincial boarding schools. The boarding schools devastated Nisga'a culture by removing children from their families and their tribal form of education, forbidding use of their native language, and exposing them to discrimination from non-Natives. Eventually the Nisga'a joined the British Columbia school system and established their own school district in their traditional territory. This kept the children home and exposed them to the traditional holistic style of education, but there is still the dichotomy of formal school and the other types of learning. The Nisga'a have provided Nisga'a language and culture courses, but other courses are provincially prescribed and not relevant to Nisga'a experience. The Nisga'a would like to see their language and culture incorporated throughout the curriculum. (Contains 36 references.) (TD)

ED 450 986   RC 022 829

Marketing Fresh Produce to Local Schools: The North Florida Cooperative Experience and Cultivating Schools as Customers in a Local Market: The New North Florida Cooperative Experience used schools as delivery sites. Ten projects provided continuing education opportunities to health professionals or social workers. Health education, health promotion, or disease prevention were the focus of 31 projects, with topics such as substance abuse, smoking prevention, mental health, nutrition, diabetes, and sexuality. Descriptions of the 45 projects include population served, services offered, innovative features, results, potential for replication, plans for continued funding, and contact information. (Contains title and subject indexes, a glossary, and a project locator map.) (SV)

ED 451 003 RC 022 859

Indigenous Affairs = Asuntos Indigenas, 2000.
PUB DATE- 00
NOTE- 567p.; Photographs may not reproduce adequately. Published quarterly. For selected article on Mayan culture and community, see RC 022 860. Coordinators and editors: Diana Vinding and Alejandro Parellada. Spanish translation and editing: Mario Di Lucci. English translation and editing: Elaine Bolton and Birgit Stephenson.
LANGUAGE- English; Spanish
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- American Indians; *Civil Liberties; Colonialism; Conservation (Environment); *Cultural Maintenance; Economic Development; *Females; Foreign Countries; *Indigenous Populations; Language Maintenance; Nonformal Education; Politics; Poverty; *Self Determination; Violence
IDENTIFIERS- Africa; Indigenous Knowledge Systems; Indochina; Land Rights; Latin America; *Oppression; Pacific Islands; Subsistence Lifestyle

This document contains the four English-language issues of Indigenous Affairs published in 2000 and four corresponding issues in Spanish. The Spanish issues contain all or some of the articles contained in the English issues plus additional articles on Latin America. These periodicals provide a resource on the history, current conditions, and struggles for self-determination and human rights of indigenous peoples around the world. The four theme issues are concerned with the Pacific (Bolivia, Ecuador, Guatemala, Venezuela, and the Pacific in the Spanish edition); hunters and gatherers; indigenous women; and Indochina. Articles specifically concerned with American Indians in Latin America discuss indigenous land rights in Bolivia; indigenous political activism in Ecuador; community-based Mayan culture and identity, nonformal education and intergenerational transmission of culture, and indigenous rights in Guatemala; indigenous rights in the new Venezuelan constitution; indigenous peoples of the Chaco region, Argentina; and demography and educational needs of indigenous Peruvian women. Other articles examine relationships between indigenous peoples and their respective States; environmental degradation and protection on indigenous lands; the loss of indigenous languages in Africa; efforts to preserve indigenous languages and cultures; Inuit and American Indian whalers and their traditional resource management knowledge; the role of indigenous knowledge in subsistence activities; violence against indigenous women and the struggle for women's rights; and the impact of drought on Masai women and children in Kenya. (SV)

ED 451 004 RC 022 860

(6) using the community as curriculum through service learning projects; (7) work-based learning, including entrepreneurial education and school-based enterprises; (8) concerns related to student safety, liability, school security, on-site supervision, transportation, child labor laws, and confidentiality; and (9) resource publications and organizations providing technical assistance or information. (SV)

ED 451 021   RC 022 912

McCluskey, Murton
Your Guide to Understanding and Enjoying Pow Wows.
PUB DATE- 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Culture; American Indians; Clothing; Cultural Activities; *Dance; Females; Males; Songs
IDENTIFIERS- Ceremonies; Drums; Native Americans; *Powwows; Social Events

Produced by the Montana Office of Public Instruction, this teaching resource provides information on powwows and related Native American culture and traditions. A powwow is a gathering where Native American dancing, singing, and celebration take place. Gatherings may include dancing and singing contests, "give-aways," encampments, feasting, and honoring ceremonies. Sections of this guide cover the history of the powwow, the organizing committee, judges and scoring, contest rules, the grand entry, powwow participants, the drum and its traditions, singing style, songs, dances and their outfits, what to watch for, powwow etiquette and customs, and ceremonies. Dances include men's and women's traditional dance, men's and women's fancy dance, men's grass dance, sneak-up dance, war dance, jingle dress dance, round dance, intertribal dance, and ceremonial dances. A resource section lists books, films, videos, audiotapes, a general powwow calendar, contributors, and review questions. (SV)

ED 451 022   RC 022 915

McCluskey, Murton L.
Evaluating American Indian Textbooks & Other Materials for the Classroom.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alaska Natives; *American Indians; Elementary Secondary Education; Ethnic Bias; Illustrations; Language Usage; Multicultural Education; Racial Bias; Reading Material Selection; *Stereotypes; *Textbook Evaluation; Textbook Selection
IDENTIFIERS- Native Americans

This guide contains information and suggestions to help teachers review and evaluate textbooks and other materials for stereotypes, inaccuracies, omissions, and bias about American

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Guides; Adult Education; *Classroom Techniques; Elementary Secondary Education; Learning; *Mathematics Teachers; Professional Education; *Science Teachers; *Teacher Education; Teaching Methods
IDENTIFIERS- Northwest Regional Educational Laboratory

This topical series is produced twice yearly and is intended to help keep school and district administrators abreast of critical issues in mathematics and science teaching and learning. Readers will find examples of and suggestions on how to support teachers as they strive to improve classroom practices and encourage student learning. This issue contains information on the characteristics of a learning community, leading a professional learning community, and establishing a professional learning community. Within the category of establishing a professional community are descriptions for developing a common focus, ensuring effective collaboration, engaging in discourse, addressing conflict, sharing professional knowledge, lesson studies, creating time for collaboration, and a resource list. (SAH)

ED 451 045 SE 064 589

Crocodile Technology. CD-ROM .
PUB DATE- 00
NOTE- 0p.; Outside the United States: Crocodile Clips, 11 Randolph Place, Edinburgh, EH3 7TA, Scotland, UK. Tel: 44-0-131-226-1522; Fax: 44-0-131-226-1522; e-mail: sales crocodile-clips.com.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- read a science article more crit
DESCRIPTORS- Computer Assisted Instruction; *Computer Simulation; Demonstrations (Science); *Electricity; *Electronics; High Schools; Instructional Materials; Laboratory Experiments; Mechanics (Physics); Optical Data Disks; *Physics; *Science Activities

This high school physics computer software resource is a systems and control simulator that covers the topics of electricity, electronics, mechanics, and programming. Circuits can easily be simulated on the screen and electronic and mechanical components can be combined. In addition to those provided in Crocodile Technology, a student can create their own electronics system blocks to add to the library. Students can write simple programs using flowcharts and see them running on micro-controllers onscreen before downloading the program into a real micro-controller using the manufacturer's plug-ins. (ASK)

ED 451 046 SE 064 590

Ducharme, Adele; Dixey, Brenda P.
Hands-On Minds-On Learning with Electrofiles in Middle Grades.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the National Middle School Association (27th, St. Louis, MO, November 2-4, 2000). Some colored figures that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electric Circuits; *Electricity; General Science;

introduced to volcanoes as geographic features that are able to alter the functions of societies in close proximity to volcanoes. Focus questions include: (1) How may science fiction present volcanoes? (2) What are the layers of the Earth? (3) How do plate tectonics affect volcanic activity? (4) What is the historical significance of the eruption of Mount Saint Helens, Mount Pelee, and Mount Pinatubo? (5) What ate the types of volcanoes? (6) How are lava types different from one volcano to another? (7) How can we model volcanoes uefore and after eruptions? (8) How are people informed of volcanic eruptions? (9) What role does persuasive speech play in communicating safety issues surrounding volcanic eruptions? (10) Why are people concerned about volcanic eruptions? (11) What effects do volcanoes have on the environment? (12) How can you obtain information concerning professions in the study of volcanoes? and (13) How can volcano information be shared with the general public? (SAH)

ED 451 071 SE 064 638

Siebert, Eleanor D., Ed.; McIntosh, William J., Ed.
College Pathways to the Science Education Standards.
PUB DATE- 01
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Educational Change; Elementary Secondary Education; Higher Education; Inquiry; Mentors; Preservice Teacher Education; Professional Development; *Science Education; Scientific Literacy
IDENTIFIERS- *National Science Education Standards

This book targets students who are going to be K-12 teachers and points out the responsibilities that both science and education faculty members face. These responsibilities not only include providing fundamental information and skills related to teaching, but also mentoring teachers to reflect their understanding. The National Science Education Standards specifically address grades K-12; however, these standards have a great significance for higher education in that they also address systematic issues of teacher preparation and professional development. This document discusses ways in which the Standards are meaningful to higher education. Chapters 1 and 3 focus on the teaching and assessment standards. Chapter 2 concerns professional development standards. Chapter 4 addresses content standards. Chapter 5 discusses science education program standards. Chapter 6 describes the science education system standards. (YDS)

ED 451 072 SE 064 639

Cusick, Judy, Ed.
Practicing Science: The Investigative Approach in College Science Teaching. An NSTA Press Journals Collection.
PUB DATE- 01
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Animal Behavior; Biology; *College Science; Ecology; Higher Education; *Inquiry; Learning; Learning Strategies;

in design, scope, and developmental levels and range from half-hour lessons to school-wide events to year-long courses. Each unit (50 in all) is built on particular character traits that were selected in a consensus-building process that involved educators, students, parents, and local community members. The first page of each unit presents a quick guide to its applications and contents and includes objectives and a description of the concept. Lesson plans, exercises, and handouts accompany many of the units and can be reproduced. The guide is divided into the following sections: "Elementary Level (Pre K-5)," subdivided into "Early Childhood (PreK)," "Primary (K-3)," and "Elementary (1-5)"; "Middle Level (6-8)"; "High School Level (9-12)"; "Variations on a Theme"; and "Enriching Character Education." (Contains 22 references, 23 suggestions for further reading, and a list of national organizations.) (BT)

ED 451 092 SO 032 474

The Midwest Economy Curriculum Package: An Examination of the Midwest Economy and Its Prospects.
PUB DATE- 98
NOTE- 308p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economic Factors; Economic Research; *Economics; *Economics Education; *Futures (of Society); Geographic Regions; High Schools; Social Studies
IDENTIFIERS- Economic Trends; *United States (Midwest)

During 1995-96, the Federal Reserve Bank of Chicago's (Illinois) Research Department carried out a comprehensive study of the Midwest economy. Researchers looked at the region's performance over the past 10-15 years to look for lessons for the future. The study included a series of academic symposia which brought together academic, private sector, and government economists. Some of the strongest findings of the project dealt with labor markets. Structural changes in the economy have altered how work is carried out, as well as the kinds and quantity of work that is available. This curriculum package highlights the study's key findings. The curriculum package contains four items: (1) all symposium summaries packaged to provide background on the research for teachers; (2) an article summarizing the policy implications of the project, intended for students; (3) full-page transparency masters of all charts, tables, and graphs presented in the summaries; and (4) a series of suggested activities that can be done with students to focus on the project's key findings and policy implications, including: a quick, 1-day activity; a longer research-oriented project; and an activity in which students consider what the project's findings may mean to them as they plan for the future. This package can be used when studying issues related to economic structure and growth, and in examining the role of numerous economic factors in the economy; as such, it is better as a culminating activity than an introduction. (BT)

ED 451 093 SO 032 551

A Global Perspective on Virtual Reality. Grade Levels 9-12. Technology in the Classroom.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Rahm, Diana L.
Poetry of Conflict: Egypt, Israel and Palestine. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Egypt and Israel).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; Curriculum Enrichment; Foreign Countries; Global Approach; High Schools; *Literary Devices; *Poets; *World Literature
IDENTIFIERS- Biodata; Fulbright Hays Seminars Abroad Program; *Middle East; *Palestinian Israeli Conflict

The roots of conflict in the Middle East are deep and tangled. How can teachers of history, philosophy, or literature help their students reach even a simple understanding of the history and continued impact of these conflicts? In this curriculum project, a high school literature teacher has chosen five poets (two Egyptian, two Israeli, and one Palestinian) with distinct perspectives, hoping that students, in exploring these lyrics, will discover a wide variation of emotions and surprising similarities among opposing forces. The poets are Amal Dunqul (Egypt), Yehuda Amichai (Israel), Dalia Ravikovich (Israel), Mahmoud Darwish (Palestine), and Tawfiq Zayyad (Egypt). The unit groups the selected poems thematically and provides a brief biography for each poet. The unit includes only a significant passage (usually a few lines) from the selected poem; however, references are cited from which the entire poems can be accessed. Each selected is briefly explicated. (BT)

ED 451 114 SO 032 630

Rice, Susan
Conflict in Israel and the Middle East: Differing Perspectives. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Egypt and Israel).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; Curriculum Development; Foreign Countries; High Schools; Higher Education; *Middle Eastern History; Models; *Perspective Taking; *Political Issues; Social Studies
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Israel; *Palestinian Israeli Conflict

This curriculum project is intended for studying nonviolent conflict resolution at the undergraduate and graduate level, but it could be adapted for high school classes. The project first presents an historical context of Israel to illuminate the present conflict in the Middle East. It then presents a series of vignettes that represent differing viewpoints on the current conflict. Lastly, through the filter of a paradigm about conflict resolution, some ideas are explored for the integration of what seems to be antithetical perspectives about what decisions should be made concerning the future of Israel teachers, summer institutes, and professional development centers. The coalition's eight objectives include: increasing the number of students who intend to teach in urban high-need schools, improving prospective teachers' subject area knowledge and pedagogical knowledge, ensuring that prospective teachers are well-prepared for the realities of the classroom, preparing prospective teachers to use technology in teaching and learning, preparing prospective teachers for diversity, providing support for education graduates during their first 3 teaching years, and enhancing K-12 teachers' professional growth. (SM)

ED 451 135   SP 039 727

Klein, Hans E., Ed.
Creative Interactive Teaching: Case Method & Other Techniques. Selected Papers of the International Conference on Case Methods Research & Application (16th, Caceres, Spain, 1999).
PUB DATE- 00
NOTE- 510p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accounting; Business Education; *Case Method (Teaching Technique); Computer Uses in Education; *Discussion (Teaching Technique); Distance Education; Educational Innovation; Educational Research; Educational Technology; Elementary Secondary Education; Females; Foreign Countries; Global Approach; Higher Education; Inservice Teacher Education; *Interdisciplinary Approach; Internet; Olympic Games; Partnerships in Education; Preservice Teacher Education; Simulation; Teaching Methods
IDENTIFIERS- Canada; Cuba; England; Lebanon; New Zealand; Slovenia; Spain; Venezuela

This book presents a selection of papers from the international, interdisciplinary conference of the World Association for Case Method Research & Application. Papers are categorized into seven areas: (1) "International Case Studies" (e.g., event-based entrepreneurship, case studies on consumer complaints, and strategic quality management in an internationalized university department); (2) "Teaching Change Across Disciplines" (e.g., student-designed board games, interdisciplinary collaboration to improve instruction, and case method for applying spreadsheets in computer engineering education); (3) "Internet Technology and Teaching and Learning" (e.g., Internet marketing, distance education, and the role of case studies in studying computer technology in education); (4) "Classroom Models and Innovative Approaches" (e.g., case methods in environmental impact, case study in business calculus classes, and audit evidence); (5) "Case Studies, Simulations, and the Learning Process" (e.g., the virtual case, the entrepreneurial creative case method, and case studies in agriculture teaching and learning); (6) "Assessing Benefits and Differences" (e.g., differences in assessment of case studies, assessment of faculty perceptions, and women in international business case studies); and (7) "Building Bridges" (e.g., conducting a case-based inter-university faculty exchange, research in developing countries, and teaching business ethics in international courses). (SM)

ED 451 136   SP 039 803

Gagnon, George W., Jr.; Collay, Michelle
Designing for Learning: Six Elements in Constructivist Classrooms.

real-time connections and shared learning opportunities between partners. Three technology-rich schools became laboratories for learning for CLU students and faculty, connected via distance learning capabilities to CLU students on other campuses. All students developed Web-based electronic portfolios that documented their progress through preservice education. They were taught and mentored by highly trained teacher educators and visiting scholars. The project included conferences and workshops to redesign the teacher preparation curriculum to infuse technology into teaching and learning. It used a participatory evaluation design. Higher education faculty, preservice teachers, and K-12 teachers were evaluated. Evaluation included document analysis of course syllabi, portfolio contents, and training materials; pre-post technology use surveys of faculty and student teachers; focus groups with faculty and preservice teachers; and analysis of online transcripts. Results indicated that progress was achieved in five areas: developing and maintaining K-12 partnerships; implementing a Web-based electronic portfolio system; providing professional development for teacher educators; implementing the use of distance learning technologies; and revising the teacher preparation curriculum to infuse technology. (Contains 20 references.) (SM)

ED 451 155 SP 039 829

Reed, Lorrie C.
Reflections: A Systemic Change Model for Staff Development.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Constructivism (Learning); *Educational Change; Elementary Secondary Education; *Faculty Development; Graduate Students; Higher Education; Student Attitudes; Student Evaluation of Teacher Performance; *Systems Approach; Teacher Effectiveness; Teacher Improvement
IDENTIFIERS- Paradigm Shifts

This study examined the effectiveness of Reflections: A Systemic Change Model, a staff development model based on the concepts of systemic change, constructivism, and paradigm shift. A pilot study was conducted to determine whether the model was realistic, feasible, and effective. It occurred during 1998 in a 6-week summer school supervision course at Chicago State University. A convenience sample of 22 graduate-level students participated. All participants worked full-time in area schools. The study utilized constructivist teaching approaches and gathered information through both Likert scales and open-ended questions, hypothesizing that students taught using the Reflections model as a framework would learn as much as they would in a course taught using conventional methods. Results supported the hypothesis. Students considered the model effective and rewarding as a teaching mechanism. They believed that similar constructivist approaches could be equally as effective when transferred to a staff development situation. Students indicated that the model was not as effective as other methods in imparting knowledge about discrete pieces of various theories or in informing them about legal and bureaucratic steps involved in screening and selecting staff and in terminating teachers who fail to meet standards. (Contains 27 references.) (SM)

ED 451 156 SP 039 830

about their educational experience and their feelings about teaching. Respondents reported that the summer experience was positive. They learned that teaching was challenging but rewarding. Nearly all participants reported a strong desire to teach. They were concerned about student classroom behavior and motivation. Overall, they learned to examine and reflect upon teaching and issues of instruction. (Contains 33 references.) (SM)

ED 451 174 SP 039 852

Tchoshanov, Mourat; Blake, Sally; Della-Piana, Connie; Duval, Art; Sanchez, Steve
Students' Perceptions of Cross-Disciplinary Team Teaching On Site at a PDS.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001). Project funded by the National Science Foundation Partnership for Excellence in Teach Education Project (Pete) (NSF/DUE-9343612).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Elementary Secondary Education; Field Experience Programs; Higher Education; *Interdisciplinary Approach; *Mathematics Education; Mathematics Teachers; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; *Science Education; Science Teachers; Student Teacher Attitudes; Student Teachers; Student Teaching; *Team Teaching

This paper describes the Partnership for Excellence in Teacher Education (PETE), which promotes reform in mathematics and science teaching and learning in regard to preparing mathematics and science teachers. One of PETE's goals is to redesign teacher education curricula for selected courses. The PETE collaborative formed a Professional Development School (PDS) learning community among colleges, schools, and students. Teams of mathematics, physics, and education faculty integrate activities and curriculum into PDSs. University classes are taught in public schools, with preservice educators teaching content and practicing pedagogy in the classroom. College faculty observe student teachers' performance and provide feedback. Student teachers keep reflective analysis logs. The integrated team-taught field model assumes that the program will increase students' mathematics and science content knowledge, pedagogical skills, and level of teaching performance and will change their negative perceptions toward mathematics and science learning and teaching. Overall, preservice teachers felt the pilot programs provided a good setting for learning to teach mathematics and science. They preferred meeting in schools and felt the relationship with university professors provided more mentoring than did traditional university teaching. Preservice science teachers had more positive attitudes about their ability to teach than did preservice mathematics teachers. (Contains 36 references.) (SM)

ED 451 175 SP 039 853

Pacheco, Arturo; Brady, Tom; Blake, Sally; Della-Piana, Connie Kubo to teacher education, and how various instructional approaches influence these beliefs, are discussed. (Contains 18 references.) (Author/SM)

ED 451 194 TM 030 857

Crews, Tena B.; Stitt-Gohdes, Wanda L.; McCannon, Melinda
A Comparison of Secondary Business Education Students' Learning Styles with Their Teachers' Instructional Styles.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; *Business Education Teachers; *Cognitive Style; Comparative Analysis; *High School Students; High Schools; *Secondary School Teachers; Teaching Methods; *Teaching Styles

The preferred learning styles of secondary business education students were studied, and whether a match existed between student preferences and the preferred teaching styles of their teachers was also investigated. Eight secondary business education teachers completed the Canfield Instructional Styles Inventory and administered the Canfield Learning Style Inventory to their students (n=232). Eighteen percent of the students indicated that the preferred learning style was independent, and three of the eight teachers noted that their preferred teaching style was independent. The preferred learning styles of other students were: (1) applied (15%); (2) independent/applied (13%); (3) conceptual (13%); (4) social/applied (10%); (5) neutral (10%); (6) social/conceptual (9%); (7) social (6%); and (8) independent/conceptual (6%). No statistically significant match was found between the preferred learning styles of any of the students sampled and their instructors preferred instructional styles, nor were there any statistically significant matches when the variables of race and gender were considered. Implications for instruction are discussed. (SLD)

ED 451 195 TM 032 259

Lunenburg, Fred C.; Irby, Beverly J.
GOALS 2000 and Integrated Technology: A National Status Report of Elementary and Secondary School Principals. Final Results.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Jackson Hole, WY, August 11, 1999). For the preliminary results, see ED 425 171.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Objectives; *Educational Technology; Elementary Secondary Education; Faculty Development; *Integrated Activities; Mathematics Education; *Principals; *Science Education; *Technological Advancement
IDENTIFIERS- *Goals 2000

This study used a cross-sectional survey design to determine the extent to which technology has been integrated in the schools with each of the eight National Education Goals as reported by become equally important in indicating student achievement. At the other end of the continuum of assessment, constructivists advocate assessing student achievement within an ongoing lesson or unit of study. The everyday experiences of the student give the mathematics teacher data about how well the learner is achieving. A constructivist approach stresses that the student should improve over his or her past performance. The high standards movement as it relies on standardized testing stresses the importance of outputs, rather than inputs, but constructivism stresses the importance of assisting each student to achieve as optimally as possible. The constructivist approach frowns on the comparison of students and school systems with others, and stresses that a single measurement is not enough to determine student achievement. The use of portfolios, which is in line with constructivist expectations, is difficult because it is harder to document student achievement. Portfolio assessment results may vary with the perspectives of individual raters, but the philosophy behind portfolio development is sound in that the teacher, student, administrator, and parent may actually notice sequential achievement or the lack thereof. (Contains 12 references.) (SLD)

ED 451 217   TM 032 445

Ediger, Marlow
Assessment: A Teacher's Guide.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); *Public Schools; Standardized Tests; *Student Evaluation

There is currently much interest in the assessment of student achievement in public schools. This guide to forms of assessment discusses some of the most common tests and their uses. Standardized tests are described, and some of their limitations are outlined. State-mandated tests are common, and, because the creators of such tests are removed from the classroom situation, these tests may have little relation to what is actually taught. The use of portfolios provides a way that is aligned with the constructivist approach to learning to measure student achievement on a day-to-day basis. Rubrics may be developed to assess each product in the portfolio, making the interpretation of portfolio contents easier. Portfolio results cannot be reduced to a number, however, nor can they be machine scored, making this form of assessment more difficult to use in communicating student achievement results. (SLD)

ED 451 218   TM 032 446

Baenen, Nancy; Lloyd, Wanda
Impact of Accelerated Learning Program (ALP) and Other Assistance, 1999-2000.
PUB DATE- 00
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Depository Libraries; Foreign Countries; *Government Libraries; *Government Publications; Library Collections; *Library Role; *Library Services
IDENTIFIERS- Legal Deposit; *Parliamentary Libraries; Russia

This paper discusses the role of the Parliamentary Library in Russia. The first section provides historical background. The second section addresses two prerequisites of the Parliamentary Library, i.e., the official documents collections and the rule of public law. The third section describes implementing public access to government information through the Russian Parliamentary Library, including the role of the library, legal deposit of official documents, the national official documents collection of the post-Soviet era, information sharing through reference services and interlibrary loan, publication of bibliographic indexes, and other Parliamentary Library publications. The fourth section considers the integration of library resources as the road to better service to the public. The fifth section discusses building a new millennium of democracy and peace, highlighting the following lessons that other libraries can draw from the experience of the Russian Parliamentary Library in providing government information to the public: (1) access depends on order (i.e., classification, unified collections, cataloging, indexing); (2) wide and effective public and legislative access demands automation and electronic networking of legal data; (3) public legal information should be shared between nations with similar legal heritages; and (4) librarians must share their training and expertise to build effective public services of legal and government information. (MES)

ED 450 729 IR 057 985

Arvidson, Allan; Persson, Krister; Mannerheim, Johan
The Kulturarw3 Project--The Royal Swedish Web Archiw3e--An Example of "Complete" Collection of Web Pages.
PUB DATE- 00
NOTE- 7p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Electronic Publishing; Foreign Countries; Information Retrieval; Library Materials; *Library Services; National Libraries; Preservation; Swedish; *World Wide Web
IDENTIFIERS- Legal Deposit; Sweden

This paper describes the Kulturarw3 Project, a project of the Royal Library of Sweden to test methods of collecting, preserving, and providing access to Swedish electronic documents that are accessible on the World Wide Web in such a way that they can be regarded as published. The first section discusses issues related to collecting electronic documents, including how to collect them, what to collect, the collection strategy, and problems. The second section provides data on the number of Swedish documents on the Web. The third section addresses accessing the material through "surfing" and free-text search. The fourth section covers the preservation of

Docampo, Javier; Lopez de Prado, Rosario
Are the Last Exhibitions Brochures Available? Problems and Solutions for a Neglected Material in Museum Libraries.
PUB DATE- 00
NOTE- 12p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographic Databases; *Cataloging; *Classification; Foreign Countries; Information Retrieval; *Library Materials; *Library Technical Processes; *Museums; Special Libraries
IDENTIFIERS- *Ephemera; MARC; *Museum Libraries; Spain

This paper establishes a classification for the different types of ephemeral publications that are common in museums (e.g., educational, commercial, internal). To this purpose, it sets forth an elementary system of automated technical treatment that provides a secure system for storage, retrieval, and diffusion of this data by using MARC format in those libraries having normalized systems or Microsoft Access databases in other libraries. Topics discussed include: (1) definition and importance of ephemeral material; (2) keeping and custody of ephemeral material; (3) typology and characteristics according to format, function, and contents; (4) users of ephemeral material; (5) the situation in Spanish museum libraries; (6) a proposal for cataloging in MARC format; and (7) a proposal for an Access database. Appendices include examples of cataloging in MARC format and Access and a classification schedule. (Contains 12 references.) (MES)

ED 450 751 IR 058 007

Edwards, Christopher
Global Knowledge: A Challenge for Librarians.
PUB DATE- 00
NOTE- 9p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Developed Nations; Developing Nations; Disadvantaged; Foreign Countries; *Global Approach; *Information Technology; Librarians; *Library Role; *Library Services; *Telecommunications
IDENTIFIERS- *Access to Technology; *Information Society; Technology Role

This paper describes how Information and Communication Technologies (ICT) are creating the knowledge society, which will impact on developing and transitional economics as well as developed nations. It argues that librarians have an important role to play in overcoming the digital divide and makes reference to the Global Knowledge Partnership. Highlights include: ways that ICT can help the disadvantaged; examples of community-based telecommunications; challenges related to developing appropriate skills and content; and the value of libraries' traditional contributions (e.g., providing access,

Library Role; *Library Services
IDENTIFIERS- Europe (East); International Federation of Library Associations

This paper discusses the most common forms of international cooperation between legislative libraries from the perspective of Eastern European legislative libraries. The focus is on experience sharing and on the present place of these libraries in expanded European and world-wide communities, as is represented by the European Centre for Parliamentary Research and Documentation and the IFLA (International Federation of Library Associations and Institutions) Section on Library and Research Services for Parliaments. The issues covered range from traditional exchange of printed library materials to possible to forms of future cooperation, the latter being illustrated by a description of the ELVIL (European Legislative Virtual Library) 2000 project. (Author/MES)

ED 450 773   IR 058 029

Kasow, Harriet
Developing a Jewish Genealogy Library: The Israel Genealogical Society Library as a Case Study.
PUB DATE- 00
NOTE- 12p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Foreign Countries; *Genealogy; *Information Sources; *Judaism; *Library Collections; *Special Libraries; World Wide Web
IDENTIFIERS- *Israel; Israel; Web Sites

This paper discusses sources specific to Jewish genealogical research and shows how the collection resources of the Israel Genealogical Society (IGS) library have exemplified this. The paper begins with a description of basic genealogical sources available at public, state, and university libraries. Examples of sources unique to Jewish genealogical research are then listed, including Yizkor books, Rabbinical dynastic literature, Holocaust lists and literature, Jewish reference books, journals of various Jewish Genealogical Societies, and the Jewish Genealogical Discussion list. Historical background on the IGS is provided, and the IGS collection is described, including specialized software and information source files, audiovisual materials, and periodicals. Appendices include: (1) a list of Jewish genealogical research World Wide Web sites, (2) a subject index of the IGS genealogical library, including headings for general works, family names, place names, and periodicals; (3) the cover page of the IGS's journal "Sharsharet Hadorot"; and (4) a selected bibliography of research sources relating to Jewish genealogical research, including 25 books and articles, six periodicals, four discussion groups, and five videos. (MES)

ED 450 774   IR 058 030

Kedar, Rochelle
Bibliographic Projects and Tools in Israel.
PUB DATE- 00
NOTE- 9p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see

and other information professionals worldwide over the past decade. The first section addresses access issues, including bias in traditional cataloging/classification practices and controlled vocabularies. The second section discusses women's information in libraries, including examples of the variety of libraries, documentation centers, and archives worldwide that are the best resources for women's information. The third section considers collection development issues, including the difficulty of collecting materials from small presses and the lack of women's studies specialists in libraries. The fourth section covers women's studies librarianship. The fifth section summarizes progress and prospects, including a 1998 conference hosted by the International Information Centre and Archives for the Women's Movement and an online guide to collections of women's information. Includes a directory of relevant organizations. (MES)

ED 450 795   IR 058 051

Starr, Daniel
Cataloging Artist Files: One Library's Approach to Providing Integrated Access to Ephemeral Material.
PUB DATE- 00
NOTE- 7p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981. Examples contain small and marginally legible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Artists; *Bibliographic Records; *Cataloging; *Databases; Indexing; Internet; Museums; Online Catalogs; Special Libraries
IDENTIFIERS- Ephemera; MARC; Museum Libraries; Museum of Modern Art NY

This paper demonstrates how cataloging for a collection of over 40,000 files on individual artists, developed by the Museum of Modern Art Library (New York), is made available to researchers around the world by incorporating MARC records for each file in an online catalog that can be searched over the Internet. Examples are provided of the existing list of artist files from the 1980s, the artist file template, the display of cataloging information in an online catalog, a new record for an artist file that is keyed in, the artist file in a specialized archive, an artist file record used to track location and circulation, an artist file record used to record bibliographical information, an auction catalog record created using a template, and indexing created using a template. (MES)

ED 450 796   IR 058 052

Tank, Elsebeth
The Digital Society's Challenge to the Library for the Blind.
PUB DATE- 00
NOTE- 7p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blindness; Foreign Countries; *Information

visited in Vancouver and 13 additional sites were observed in Edmonton and Sherwood Park, Alberta. More than 50 individuals were interviewed or engaged in discussion. The recommendations for this report summarize the main findings gleaned from the study tour. The report consists of the following sections: (1) Introduction; (2) Purpose of the Study Tour; (3) Defining the Concepts; (4) Component Services Observed and Examined; (5) It Takes a Whole Community to Educate a Child; (6) Training Needs for a Teacher Librarian; (7) Summary; and (8) Recommendations. A final section of appendices includes tour schedules; lists of contacts with their institutions; sites visited; Sri Lanka school Library & Information Services (SLIS) Mission Statement; Sri Lanka guidelines for SLIS programs; and bibliography of documents collected for sharing with professional colleagues. (AEF)

ED 450 814   IR 058 105

Bremer, Tracey L.
Library Funding. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Federal Aid; *Financial Support; *Fund Raising; Grants; *Grantsmanship; Information Technology; *Library Funding; Private Financial Support; *Public Libraries; State Aid
IDENTIFIERS- ERIC Digests

This ERIC Digest focuses on library funding, and discusses funding sources, technology funding, and private fundraising and grantmanship. The following information is presented. Library funds are accumulated from a mixture of local, state, federal, and other sources. According to the National Center for Education Statistics (1997), 77.6% of public library income is acquired from local funds, 12.1% from state funds, and 0.9% from federal funds. The remaining funds (over 9%) come from other sources, including user fees, special events, and private fundraising efforts involving foundations, corporations, individual philanthropists, and "Friends of the Library" groups. Although funding woes are not unique to demands for technology, libraries of all types share the need to finance the escalating costs of technology, particularly those associated with the Internet. Recent large-scale technology funding efforts include the federal E-rate program and the private Gates Library Foundation. Sumerford (1995) suggests 12 steps for successfully acquiring funds from private sources: (1) State the need for funding from the community's perspective; (2) Investigate the community's current fundraising climate; (3) Establish a fundraising advisory committee; (4) Develop a comprehensive, community-based strategy based on diverse fundraising methods; (5) Arrange for all money to go into a tax-deductible fund; (6) Frame the request in a project format, matching outcomes with the potential donor's priorities; (7) Research foundations to determine which align with the project's mission; (8) Research the giving patterns of local corporations; (9) Ask individuals for donations and pledges, personally and via mailings; (10) Organize special events and generate press releases; (11) Collaborate with other organizations; (12) Keep in touch with academic courses for fall 1999 were English, mathematics, and history; (4) top technical courses for fall 1999 were computer science technology, health sciences programs, and construction trades; (5) continuing education enrollment distribution showed that 31.6% enrolled in drivers' education, 26.7% enrolled in computer science courses, and 14.5% enrolled in language courses. Contains numerous tables and graphs. (JA)

ED 450 835 JC 010 210

Beachler, Judy
Los Rios Community College District RESEARCH Brief, 1999-2000.
PUB DATE- 00
NOTE- 27p.; The December 1999 and March 2000 briefs were written by Betty Glyer-Culver.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *College Administration; *Community Colleges; *Educational Practices; *Educational Trends; Public Education; *Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

These nine research briefs address various internal and external issues affecting Los Rios Community Colleges (California). Featured topics during 1999-2000 academic year include: joining the National Student Loan Clearinghouse to improve financial aid services, the decline of student transfers from Los Rios to California public universities, the projected population growth in the college district service area, new high school graduates and their enrollments in the Los Rios Community College District (LRCCD), a demographic profile of disabled students receiving campus support services, a demographic and outcomes profile of distance education students, the 1998-99 academic year profile of degrees and certificates awarded to LRCCD students, Student-Right-to-Know Program completion, and transfer rates. Data released by the California Postsecondary Education Commission for 1998-99 show that the number of student transfers from Los Rios to the CSU and UC declined for the fourth consecutive year. One of the strategies for consideration to improve the transfer picture is to assure that literature and academic requirements for student transfer are clearly written, up-to-date, and shared with every new high school graduate enrolling who has indicated transfer as a goal. Community colleges have control over local initiatives in support of student transfer. Establishing such initiatives may go far in reversing the transfer decline. Contains tables and graphs. (JA)

ED 450 836 JC 010 211

Education Master Plan Update: A Regular Report on Hearings of the Joint Legislative Committee To Develop a Master Plan for Education, Issues 1-5.
PUB DATE- 00
NOTE- 19p.; Produced under the direction of Rita Mize.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *Community Colleges; *Educational Practices; *Educational Trends; Public Education; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Community College League of California

dominated the agreements; and (4) 70% of the states had designated one or more associate degrees as a degree that would automatically transfer to all four-year public institutions within the states. (EMH)

ED 450 856   JC 010 241

Levin, John S.
Globalizing the Community College: Strategies for Change in the Twenty-First Century.
PUB DATE- 01
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *College Administration; *College Curriculum; *Community Colleges; Educational Economics; Educational Trends; *Futures (of Society); *Global Approach; Information Technology; Organizational Objectives; Two Year Colleges

This book discusses the effects of globalization on community colleges, and the organizational responses to globalization. The author looks at seven community colleges that have undergone organizational change in response to globalization. For each college, he examines the effects of globalization in three areas: the economic domain, the cultural domain, and the information domain. Overall, organizational culture was altered at the institutions: the general support for information technologies and their increasing use were evidence of at least a tacit agreement between labor and management to accept management's goals of greater efficiency and rising productivity. In the domain of politics, government policies endeavored to direct community colleges toward economic goals, emphasizing workforce training and state economic competitiveness as outcomes, compelling colleges to improve efficiencies and to become accountable to government and responsive to business and industry. The book also offers a discussion of the process of globalization in all seven of the case study institutions. Community colleges did not eradicate behavioral patterns associated with the preservation of institutional identity, the accommodation of growth, the emphasis upon a comprehensive curriculum, and other traditional patterns. (JA)

ED 450 857   JC 010 242

Cotten, Catherine Perry
The Southeast Consortium for Advanced Network Technologies Education: 1997 to the Present. Jones County Junior College.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College School Cooperation; *Community Colleges; Computer Uses in Education; *Education Work Relationship; *Educational Technology; Higher Education; Intercollegiate Cooperation; Middle Schools; *Partnerships in Education; School Business Relationship; Secondary Education; Two Year Colleges
IDENTIFIERS- *Mississippi

The Southeast Consortium for Advanced Network Technologies Education (SCANTE) is a partnership between two-year colleges, four-year colleges and universities, middle/secondary schools,

ED 450 876   PS 029 077

Carpenter, Kara R.
Bringing Together Health and Education for School-Age Children. Working Paper. Advancing Basic Education and Literacy, Phase 2 (ABEL 2).
PUB DATE- 98
NOTE- 44p.; Also produced by USAID, Bureau for Global Programs, Field Support, and Research; Center for Human Capacity Development; Office of Field Support and Technical Assistance; and Basic Education and Learning Systems. Other project contributors were Creative Associates International, Inc., Education Development Center, Inc., Florida State University, and Research Triangle Institute.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Agency Cooperation; *Child Health; Children; Comprehensive School Health Education; *Developing Nations; Elementary Secondary Education; Government Role; Health Programs; *Integrated Services; International Programs; Nutrition; Program Descriptions; *School Health Services
IDENTIFIERS- Program Characteristics; School Based Services

Because financial, technical, and geographic constraints often limit the ability of health care providers to reach all children in need of care, especially in developing nations, some governments, donor agencies, and other development organizations are exploring the use of interagency collaboration to deliver health care services in schools. This paper examines the need for health and education agencies to work together to ensure that school-aged children have adequate health care. The paper identifies factors critical to the successful implementation of integrated and interagency programs, analyzes the organizational and institutional barriers to such collaborations, proposes ways to overcome such barriers, and provides a brief inventory of school-health programs undertaken in developing countries. The first part of the paper discusses the rising concern for school-aged children in developing countries regarding their health and nutrition, and the link between children's health and educational achievement. This part makes a case for interagency collaboration for school-based health programs, and examines elements of successful programs, barriers to such collaboration, and ways governments and schools can overcome the constraints. A table summarizes key strategies discussed in the section, objectives for the strategies, possible outcomes, and some implementation issues. The second part of the paper describes programs and activities targeting school-aged children, with a school-based health component, and currently in operation and involving interagency collaboration in developing nations. The following information is provided for each program: (1) project sponsor; (2) other participating organizations); (3) dates of operation; (4) interventions available; and (5) program strengths. (Contains a 39-item bibliography.) (KB)

ED 450 877   PS 029 158

Child Health 2000: Report Card for New York State, Regions and Counties.
SPONS. AGENCY- Foundation for Child Development, New York, NY.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English

Hayward, Louise; Riach, Christine; Reid, Myra
Promoting Learning: Assessing Children's Progress 3 to 5. Early Education Support Series.
PUB DATE- 98
NOTE- 44p.; For related guides, see PS 028 472-473 and PS 029 234-243.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Planning; *Evaluation Methods; Foreign Countries; Interprofessional Relationship; *Observation; Outcomes of Education; Parent School Relationship; Portfolio Assessment; Preschool Children; *Preschool Education; Preschool Teachers; Reflective Teaching; School Readiness; *Student Evaluation; Teacher Behavior
IDENTIFIERS- Scotland

This guide is designed to help staff working in a range of early childhood settings to assess the progress of children from 3 to 5 years, particularly those working with "A Curriculum Framework for Children in the Pre-School Year" issued by the Scottish Office Education and Industry Department. Following an introduction, the guide is presented in five parts, each organized in a similar way to offer: (1) key ideas regarding the topic; (2) advice to help staff put ideas into practice; (3) comments from staff describing their approaches; (4) questions to help staff review their present practices; and (5) practical examples. The five chapters detailing each step in the assessment cycle are: (1) "Planning for Effective Learning," including samples of plans related to each area of development and learning; (2) "Observing and Assessing during Staff Interaction," including suggestions for improving observation skills; (3) "Recording: Summarising Success and Progress," including daily recording of observations and portfolio assessments; (4) "Reporting To Promote Partnerships," including suggestions for involving children and parents in reporting and managing transitions from the nursery to the primary school; and (5) "Evaluating: The Heart of Effective Learning," focusing on the use of reflection to improve learning and teaching. (KB)

ED 450 896   PS 029 238

Dunlop, Aline-Wendy, Comp.
Early Years Education Resource Guide. Early Education Support Series.
PUB DATE- 98
NOTE- 134p.; For related guides, see PS 028 472-473 and PS 029 234-243.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; *Child Development; Childrens Literature; Cultural Pluralism; Educational Environment; Educational Principles; *Educational Quality; *Educational Resources; Emergent Literacy; Foreign Countries; Numeracy; *Organizations (Groups); Parent Child Relationship; Parent School Relationship; Play; *Preschool Curriculum; *Preschool Education; Publishing Industry; Quality Control; School Community Relationship; Self Evaluation (Groups); Special Needs Students; Staff Development; Student Evaluation; Teacher Role;

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 259p.; For 2000 Data Book, see ED 440 747.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Crime; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Foster Care; Incidence; Lunch Programs; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Trend Analysis; Violence; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; *Minnesota; Out of Home Care; School Lunch Program

This KIDS COUNT data book examines trends in the well-being of Minnesota's children. The statistical portrait is based on 12 indicators of child well-being: (1) children in poverty; (2) children in families receiving food stamps; (3) children receiving free or reduced-price school lunch; (4) children born to teenage mothers; (5) children born at low birth weight; (6) children with school readiness problems; (7) children transferring schools; (8) children dropping out of school; (9) children arrested for serious crime; (10) children abused and neglected; (11) children in out-of-home placements; and (12) children dying from homicide, suicide and injuries. Following an introduction, the data book provides regional and statewide statistical summaries for each indicator, discusses the importance of the indicator, describes potential improvement strategies, provides information on resources related to the indicators, and describes Minnesota trends. Two stories are interspersed in this section to illustrate the results of Kids Count initiatives. The second section, and bulk of the report, provides data by county, including demographics, areas of positive improvement and concern, and trends to watch. Data are compared for 1991, 1995, and 1999, and data for individual counties are compared to the overall statewide data. (SD)

ED 450 915 PS 029 257

Youth Work: More Than Child's Play. A Report from the Field.
PUB DATE- 01
NOTE- 20p.; Marie Watkins served as principal investigator.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Role; Employer Attitudes; *Needs Assessment; Social Agencies; *Social Workers; *Surveys; Work Environment; *Youth Agencies
IDENTIFIERS- *Indiana

Noting that America's need for youth services is at an all-time high, this study surveyed frontline youth workers and youth organization directors in Indiana to determine their needs and how those needs were being met. Focus groups with youth workers were also conducted. Key findings are as follows: (1) though 75 percent are college graduates, nearly 7 out of 10 full-time youth workers earn less than $30,000, and more than 20 percent report salaries under $20,000; (2) while 44 percent are their families' primary wage earners, close to 40 percent have no retirement plan; (3) youth workers spend only 25-50 percent of their time in direct service to youth; an increasing workload of administrative tasks--including fund raising, strategic surrounding the problem; addressing prevention, intervention, and accountability; and working across disciplines. Part 3 details eight operating principles to organize and stimulate efforts to address children's exposure to violence: (1) work together; (2) begin earlier; (3) think developmentally; (4) make mothers safe to keep children safe; (5) enforce the law; (6) make adequate resources available; (7) work from a sound knowledge base; and (8) create a culture of nonviolence. Within this section for each operating principle, specific strategies are suggested, programs are described, and additional resources are listed. The report concludes that taking the steps in the proposed action plan will bring significant progress to reducing the impact of violence exposure on children. Contains 51 endnotes. (KB)

ED 450 933 PS 029 280

State Policies on Readiness Surveyed. NCEDL Spotlights Series, No. 26.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; Early Childhood Education; *Educational Environment; Educational Policy; *Learning Readiness; National Surveys; Placement; Preschool Tests; *Public Policy; *School Districts; *School Readiness; *Young Children
IDENTIFIERS- *State Policy

This issue of the NCEDL Spotlight Series newsletter presents findings of a nationwide survey of state policies and definitions related to school readiness. Findings indicated that efforts to minimize the misuse of readiness assessment tools may have had some impact at the state level, with respondents showing an increased awareness of recommended early childhood assessment practices. Age was the criterion used most to determine eligibility for kindergarten. No state reported having an official statewide definition of school readiness, although five states had frameworks or benchmarks to describe readiness. Six states reported that states should emphasize schools being ready for children. Thirteen states conduct statewide screening at kindergarten entry. Twenty-six states do not mandate readiness assessments, but local districts may choose to assess children prior to or at kindergarten entry. Twelve states use assessment data for instructional purposes, with 7 using data to identify high-need schools. Most states lack statewide readiness assessments for children with special needs. Many states are developing readiness assessment systems to profile the condition of children at school entry or to design classroom activities. The newsletter notes that two fundamental issues have been largely unaddressed by states: (1) the importance of schools being ready for children; and (2) the role of the local district. The newsletter concludes with implications of the study for research and for policymakers. (KB)

ED 450 934 PS 029 281

Whitman, Thomas L.; Borkowski, John G.; Keogh, Deborah A.; Weed, Keri
Interwoven Lives: Adolescent Mothers and Their Children. Research

for the Future," addresses barriers to implementing a child-centered classroom and challenges teachers to take modest steps to begin the change process. Throughout the book, vignettes of children at work and play are supplemented by commentary highlighting the theoretical perspectives involved. The book concludes with a list of 112 professional resources and 37 children's books. (KB)

ED 450 950 PS 029 298

Fields, Jason; Smith, Kristin; Bass, Loretta E.; Lugaila, Terry
A Child's Day: Home, School, and Play (Selected Indicators of Child Well-Being). Household Economic Studies. Current Population Reports.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Child Development; *Children; *Day Care; Economic Factors; Elementary Secondary Education; Employed Parents; *Extracurricular Activities; Family Environment; Family Income; Family Life; Family Structure; Longitudinal Studies; National Surveys; Neighborhoods; Parent Background; *Parent Child Relationship; Poverty; Preschool Education; Reading Aloud to Others; Social Differences; Tables (Data); Television Viewing; *Well Being
IDENTIFIERS- Family Activities; Family Rules; Indicators; *Living Arrangements

This report presents findings on the well-being of American children from the Survey of Income and Program Participation (SIPP), a longitudinal study conducted at 4 month intervals by the U.S. Census Bureau. Data were collected in fall 1994 and include a variety of indicators to portray children's experiences while growing up, such as differences in family living arrangements, economic and social environments, and the types of neighborhoods where children live. Findings are presented in the following areas: (1) families and neighborhoods, including living arrangements and family characteristics, family income, and neighborhood safety; (2) early child care experiences, including types of child care and child care entry ages; (3) parent-child interactions, including family reading practices and evidence of television viewing rules; (4) participation in extracurricular activities such as sports, clubs, and lessons; (5) academic achievement, including school changes, grade repetition, academic achievement, enrollment in gifted classes, and suspensions. Data are delineated by family or household characteristics and child's age, sex, or ethnicity. Among the main findings were the following: children in married-couple families and with higher incomes are more likely to enter non-family child care arrangements at early ages than children in single-parent or low income households. These children also have more frequent reading interactions with parents and more supervision over their television viewing, are more likely to participate in extracurricular activities and progress more steadily in school. (KB)

ED 450 951 PS 029 299

Violence Prevention for Teachers of Young Children. ACT--Adults and Children Together--against Violence.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.;

services and programs, collaborate with other organizations, increase its ability to help families access resources and services, increase coordination of support for at-risk students, and address barriers to student learning. The report's two appendices delineate findings related to services offered, and outcomes and findings of a member survey regarding the current state of the consortium. (KB)

ED 450 969   PS 029 323

The State of the Child in Illinois, 2000. A Chapin Hall Report.
SPONS. AGENCY- Lloyd A. Fry Foundation, Chicago, IL.; Field Foundation of Illinois, Chicago.; Polk Bros. Foundation, Chicago, IL.; Chicago Community Trust, IL.
PUB DATE- 00
NOTE- 259p.; Funding also provided by Kraft Foods, Inc., the Helen V. Brach Foundation, the Frederick E. and Ida M. Hummel Foundation, the Michael Reese Health Trust, WGN-TV Children's Charities, and the Lumpkin Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Client Characteristics (Human Services); Demography; Disabilities; Enrollment; Family Structure; Mental Health; *Poverty; Program Descriptions; Racial Differences; *Social Indicators; Tax Credits; Trend Analysis; Violence; Welfare Recipients; Welfare Services; *Well Being
IDENTIFIERS- Earned Income Tax Credit; *Illinois; *Indicators; Living Arrangements; University of Chicago IL

This report is the third to document the condition of children in the state of Illinois and the performance of the policies and programs designed to serve them over the past decade. One of the main themes emerging from the findings is the increasing diversity of the Illinois child population, in terms of both racial and ethnic groups and the family structures in which Illinois children live. Statistics are presented in the following chapters: (1) "Three Million Children" (Allen Harden and John Dilts); (2) "Child Living Arrangements and Family Structure" (Allen Harden, Bong Joo Lee, and Michael Weir); (3) "Children in Poverty" (Bong Joo Lee and Michael Weir); (4) "Child Health" (Lucy Mackey Bilaver, John Dilts, and Jaqueline Moore); (5) "Education" (Bong Joo Lee, Tamara Perry, and Barbara Ray); (6) "Children and Violence" (John Dilts, Bong Joo Lee, Jolyon Wurr, Michael Weir, Clark Peters, and Jaqueline Moore); (7) "Child Welfare" (Lucy Mackey Bilaver and Robert Goerge); (8) "Children with Special Needs" (Robert Goerge and Lucy Mackey Bilaver); (9) "Multiple Program Participation" (Robert Goerge, Bong Joo Lee, and Mairead Reidy); and (10) "Economic Supports" (Mairead Reidy and Michael Weir). Some notable trends identified in the well-being of Illinois children include a drop in the teen birthrate, improvement in children's economic status, stable or improving child health, overall improvements in many key educational outcomes, declines in the number of homicides involving children, and declines in the number of children who were victims of abuse or neglect. Nevertheless, 10 percent of Illinois children have physical, developmental, behavioral, or emotional conditions that require health and other services. Further, African American and Hispanic children remain at greater risk than European American children of being killed before reaching adulthood. The report

and Acquiring Capital and Establishing a Credit History: The North Florida Cooperative Experience and Success of the New North Florida Cooperative: A Progress Report on Producer Direct Sales to School Districts. Small Farmer Success Story. Bulletins 1-4.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; *Cooperatives; *Farmers; Food Service; Lunch Programs; *Marketing; *Rural Development; Rural Farm Residents; Rural Schools; School Business Relationship; Small Businesses
IDENTIFIERS- Florida; *Small Farms

These four bulletins describe how a group of limited-resource small farmers in northern Florida's Jackson County, the USDA, the West Florida Resource Conservation and Development Council, Florida A&M University, and the Federation of Southern Cooperatives organized the New North Florida Cooperative to increase farm income by introducing improved methods of marketing value-added agricultural products while encouraging innovative farming techniques. The cooperative recognized a considerable opportunity in serving local school districts with fresh agricultural products, and focused its marketing efforts in that area. The first bulletin gives an overview of the cooperative's history and operations. The second bulletin describes how a good working relationship was established with the Gadsden County School District through professionalism and courtesy, purpose and seriousness, accountability and commitment, sample products, and certification as a Department of Defense (DoD) vendor. The third bulletin recounts how the fledgling cooperative acquired capital and established a credit history. A written proposal, certification as a DoD vendor, an endorsement from the Gadsden county food service director, and the fact that the U.S. Department of Agriculture was working with them helped the cooperative obtain loans from their county development council and a local lending institution. The fourth bulletin enumerates the cooperative's success during its first year, and describes the difficulties encountered and how they overcame them. (TD)

ED 450 987 RC 022 832

Witham, Mark
A Fair Go: Cutting the Cake and Closing Schools.
PUB DATE- 00
NOTE- 15p.; Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Educational Policy; Elementary Secondary Education; Equal Education; Foreign Countries; *Resource Allocation; *Rural Schools; *School Closing; School Funds; School Size; *Urban Schools
IDENTIFIERS- *Australia (South Australia); Home School Proximity; Travel Time; Value Analysis

This paper summarizes major findings from a doctoral study of the economic rationale for closing rural and metropolitan schools in South Australia. It is evident that some communities in South Australia have had their local school closed and some have not. Some receive greater levels of funding than others.

Tovar, Marcela; Chavajay, Miriam
Las bases y fundamentos del derecho indigena del pueblo maya de Guatemala (The Foundations and Principles of Indigenous Rights of the Maya People of Guatemala).
PUB DATE- 00
NOTE- 15p.; In: Indigenous Affairs = Asuntos Indigenas, 2000; see RC 022 859.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Culture; Behavior Standards; Child Rearing; *Community; Cultural Maintenance; Family Role; Foreign Countries; Indigenous Populations; Local Government; *Maya (People); Nonformal Education; *Self Determination; Social Behavior; Spirituality; *World Views
IDENTIFIERS- Common Law; Cultural Change; *Cultural Values; *Guatemala; Intergenerational Relationship

The Guatemalan peace accord recognizes the institutions and local authorities of indigenous peoples, as well as their customs, common lands, and the "customary right" (common law) that structures intracommunity relations. However, it is difficult to define "customary right" and its applications and limits. A systematic study of traditional community rights and practices was carried out in Guatemalan towns and villages speaking six Mayan languages, two multilingual communities, and one that had lost its indigenous language. The study found the Mayan culture to be dynamic and adaptive, but it suffered great changes during the 1980s-90s when political violence and forced migration broke the social and political structure of indigenous communities. Urbanization and access to services, particularly education, have also been forces of change. Findings about Mayan culture, community structure and authority, and the role of the family are presented in these sections: the sacred as the basis of indigenous rights; the relationship between the community and nature; traditional intergenerational relationships and recent weakening of cultural transmission to youth; community "space" and community members' right to use common lands; the common good and the authority of the community assembly; community service as sacred obligation; systems of community authority, local government, and leadership qualities; the community basis of personal identity; reciprocity and communal work; barter of food and basic goods between villages; family responsibilities, nonformal education, and parent-child relationships; family formation and transition to adult responsibilities through marriage; behavioral norms and transgressions; definition of indigenous rights; cultural values of balance and harmony, respect, and justice; and relationships between the community and the State. (SV)

ED 451 005   RC 022 861

Duncan, Beth; Culver, Virgil
The Potential Impact of E-Commerce on the Rural South: Will It Equalize or Deepen the Digital Divide? The Rural South: Preparing for the Challenges of the 21st Century, No. 14.
SPONS. AGENCY- Economic Research Service (USDA), Washington, DC.; Farm Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 8p.; Also sponsored by the TVA Rural Studies Program at the University of Kentucky, and 29 Southern land grant institutions.
LANGUAGE- English

Indians and other Native Americans. Guidelines are presented to raise the awareness of educators and publishers about Native heritage, culture, and contemporary issues. The guidelines focus on content, illustrations, and language and may be applied to all grade levels. The textbook is a universal medium and one of the main instruments for molding the knowledge and attitudes of young people. Guidelines for textbook content consider the following: awareness of the Native perspective; attention to American Indian history before Columbus; focus on diverse Native social, political, economic, and cultural activities; contemporary as well as historic American Indian contributions; integration of information about American Indians throughout the textbook; avoidance of value judgments about differences; portrayal of the diversity of Native Americans; positive portrayals of Native women; information about both historical and contemporary Indian heroes and heroines; and attention to controversial and contemporary issues. Ten guidelines for textbook illustrations focus on avoidance of stereotypes, accuracy, and modern portrayals. Other elements and sections of the textbook are briefly considered, and examples of stereotypical language and misconceptions about American Indians are discussed. Also included are questions to ask when evaluating books and other materials, evaluation forms, a bibliography with 64 entries, and 10 information contacts for Montana tribes. (SV)

ED 451 023   RC 022 916

Doty, Barbara J.; Pastorino, Ray
Cultural Competency Training in a New-Start Rural/Frontier Family Practice Residency Program: A Cultural Immersion Integrative Model.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; *Cross Cultural Training; Family Practice (Medicine); Geographic Isolation; *Graduate Medical Education; Higher Education; Intercultural Communication; *Physicians; Practicums; Rural Areas; *Rural Education
IDENTIFIERS- Alaska

The Alaska Family Practice Residency (AFPR) is a graduate medical education training program for family physicians headed for rural and remote practice sites. Located in Anchorage and affiliated with the University of Washington family practice residency network, the program has an integrated curriculum aimed at preparing family physicians to practice in rural or frontier communities with scarce resources, small populations, and strong influences by indigenous cultures. With 21 Native language groups and over 250 tribes located in roadless areas that experience harsh weather, residents are challenged to establish effective streams of care coordination and communication for their patients through creative use of technology. The cultural focus is integrated throughout all aspects of curricular design and implementation. Alaska Native elders provide exposure to cultural competency issues and orientation to Native healing concepts, and all first-year clinical and didactic components are intentionally cross-linked to cultural implications at the community level. Other cultural elements include a required rotation in "transcultural medicine" for both first- and third-year residents, a 6-week cultural and rural immersion experience for second-year

*Hands on Science; Middle Schools; *Physical Sciences; Science Activities; Science Education; *Science Instruction; Teaching Methods
IDENTIFIERS- *Electrodes

Using an interactive method to teach middle school students can address the needs of this diverse population. Electrofiles provide opportunities for students to be actively engaged in learning. Students can build content knowledge in electrical circuits by designing an electrofile or they can review other content area knowledge through a variety of specifically designed file folders. (Author)

ED 451 047   SE 064 591

Watson, George
Computer-Related Experiences and Anxiety of Mathematics Education Majors (1985-1995).
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; *Gender Issues; Higher Education; *Majors (Students); *Mathematics Anxiety; Mathematics Education; Undergraduate Students

The purpose of this study was to examine the computer-related experiences and anxiety of mathematics education majors across a ten-year period, the 1985-1986 through 1994-1995 academic years. This study centers on 10 years of data collection concerning mathematics education majors at West Virginia University in terms of their previous computer use, gender, and computer anxiety. It also examines the relationships between gender, previous computer experience, and computer anxiety along with the general patterns of computer experiences observed over the 10-year period. The participants in the study were 255 mathematics education majors enrolling in the West Virginia University education program. Data was taken from surveys filled out by the students as part of their enrollment in the education program. Findings from this study indicate that the more recent students have more computer experiences. Also, computer anxiety levels decreased during the study, and there were no significant differences between male and female students' anxiety levels. (Author)

ED 451 048   SE 064 604

Graduate Students and Postdoctorates in Science and Engineering: Fall 1999.
PUB DATE- 01
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Doctoral Degrees; Engineering Education; *Graduate Students; Higher Education; Masters Degrees; *Postdoctoral Education; Science Education; *Statistical Data; World Wide Web
IDENTIFIERS- *National Institutes of Health; *National Science Foundation

The data presented in this book are derived from the Fall 1999 National Science Foundation/National Institute of Health (NSF/NIH) Survey of Graduate Students and Postdoctorates in Science and Engineering. The published data represent estimates of total enrollment in science and engineering programs in approximately 11,833 graduate departments at 599 institutions

Physics; Science Experiments; *Science Instruction; Science Laboratories; Scientific Literacy; *Scientific Principles; Thinking Skills

This document presents a collection of articles selected from the Journal of College Science Teaching. The selected articles represent how college science teaching should be practiced and include modifications in classrooms and laboratories to allow for the development of inquiry skills. Articles include: (1) "What Should Students Learn about the Nature of Science and How Should We Teach It? Applying the "If-And-Then-Therefore" Pattern to Develop Students' Theoretical Reasoning Abilities in Science" (Anton E. Lawson); (2) "A Science-in-the-Making Course for Nonscience Majors: Reinforcing the Scientific Method Using an Inquiry Approach" (Deborah A. Tolman); (3) "Investigative Learning in Undergraduate Freshman Biology Laboratories: A Pilot Project at Virginia Tech--New Roles for Students and Teachers in an Experimental Design Laboratory" (George E. Glasson and Woodrow L. McKenzie); (4) "Use of an Investigative Semester-Length Laboratory Project in an Introductory Microbiology Course: Acquainting Students with the Research Process and the Scientific Frame of Mind" (Philip Stukus and John E. Lennox); (5) "Old Wine into New Bottles: How Traditional Lab Exercises Can Be Converted into Investigative Ones" (G. Douglas Crandall); (6) "Semester-Length Field Investigations in Undergraduate Animal Behavior and Ecology Courses: Making the Laboratory Experience the Linchpin of Science Education" (Jeffrey D. Weld, Christopher M. Rogers, and Stephen B. Heard); (7) "Full Application of the Scientific Method in an Undergraduate Teaching Laboratory: A Reality-Based Approach to Experiential Student-Directed Instruction" (Alan R. Harker); (8) "Student-Designed Physiology Laboratories: Creative Instructional Alternatives at a Resource-Poor New England University" (Linda L. Tichenor); (9) "Problem-Based Learning in Physics: The Power of Students Teaching Students--Discovering the Interplay between Science and Today's World" (Barbara J. Duch); and (10) "A Multidimensional Approach to Teaching Biology: Injecting Analytical Thought into the Scientific Process" (Dwight D. Dimaculangan, Paula L. Mitchell, William Rogers, John M. Schmidt, Janice L. Chism, and James W. Johnston). (YDS)

ED 451 073   SE 064 640

Green, Jessica, Ed.
Science Learning for ALL: Celebrating Cultural Diversity. An NSTA Press Journals Collection.
PUB DATE- 01
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Standards; *Cultural Differences; *English (Second Language); *Multicultural Education; Science Education; Secondary Education
IDENTIFIERS- *National Science Education Standards; *National Science Teachers Association

This publication includes 17 of the best articles from recent additions of The Science Teacher, the National Science Teachers Association's (NSTA) journal for secondary educators. The articles are written by science educators who offer ideas and strategies for bringing multicultural education into the classroom and providing opportunities for all students to learn science. Organized in three sections, suggestions are given for helping students learn the language of science while learning

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Technology; Global Approach; High Schools; *Internet; Research Projects; Social Studies; Student Research; *Virtual Reality
IDENTIFIERS- *Technology Integration

This activity packet addresses technology in the classroom, specifically using the Internet. It presents three activities that use the Internet as a resource: (1) "Whose Point of View" (the transfer of Hong Kong to Chinese control); (2) "Where to Look" (an earthquake in Afghanistan); and (3) "Research Project: The Pros and Cons of Free Trade." Each activity lists student objectives, materials needed, and procedures. Includes two worksheets. (BT)

ED 451 094   SO 032 563

O'Connell, Libby Haight, Ed.
The Idea Book for Educators, 2000-2001.
PUB DATE- 00
NOTE- 66p.; Published twice per year.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Advertising; Astronomy; Biographies; *Critical Viewing; Educational Media; Foreign Countries; Geography; Government (Administrative Body); High Schools; Instructional Effectiveness; Mass Media Use; Middle Schools; Presidents of the United States; Social Studies; Space Exploration; Television Viewing; *United States History
IDENTIFIERS- China (Manchuria); *Fitzgerald (F Scott); Longitude; *White House

The Fall 2000 and Spring 2001 issues provide ideas for teaching based on Arts and Entertainment and History Channel programming. The Fall issue contains study guides such as: "Inside Story: Street Racing: The Need for Speed" (analyzes the legal and moral implications of street racing); "Longitude" (examines the difficulties of maritime exploration prior to the invention of accurate clocks, the scientific process applied to navigation, and the political implications of naval dominance in the 18th century); "F. Scott Fitzgerald: The Great American Dreamer" (presents a portrait of Fitzgerald through interviews with family members and confidantes); and "Biography Close-Up: So You Want To Be President" (examines the steps necessary to secure the U.S. Presidency and discusses the character of presidential contenders). The Spring issue contains study guides such as: "The Great Gadsby" (considers 1920s culture in the United States, including the aftermath of World War I, Prohibition, and jazz, and explicates Fitzgerald's novel "The Great Gadsby"); "Thurgood Marshall: Justice for All" (illuminates the struggle for racial equality by examining the impact of Thurgood Marshall's career and convictions); "Joan of Arc: Virgin Warrior" (discusses Joan of Arc's place in 15th century Europe, the influence of religion on political and military events, and medieval gender roles); and "The Planets: Terra Firma" (examines the elemental make-up and geological forces of planets in the solar system). Each study guide includes objectives, vocabulary, discussion questions, activities, Web sites, and further reading lists and indicates the corresponding television program. A section of teaching ideas submitted by educators is also included, based on A&E and History Channel programs. (BT)

ED 451 095   SO 032 610

and Palestine. Contains 16 references. (BT)

ED 451 115   SO 032 631

Stanik, Joseph T.
A Walking Tour of Islamic Cairo: An Interactive Slide Lecture. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Egypt and Israel).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 39p.; Slides not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architecture; *Built Environment; Curriculum Enrichment; High Schools; Higher Education; *Islamic Culture; Middle Eastern History; *Municipalities; Simulation; Social Studies; Study Abroad; *Travel; World History
IDENTIFIERS- *Egypt (Cairo); Fulbright Hays Seminars Abroad Program; Walking Tours

This curriculum project, a lesson on Islamic Cairo, could be used in a unit on Islamic civilization in an advanced placement high school world history or world civilization course, or it could be used in a college level Middle Eastern history or Islamic civilization course. Upon completion of the lesson, students will be able to describe in writing the appearance and function of Islamic Cairo, a living example of a medieval Islamic city. The lesson takes the form of an interactive slide lecture, a simulated walking tour of 25 monuments in Islamic Cairo. The lesson strategy is described in detail, including materials needed and a possible writing assignment. The lesson first provides a brief architectural history of Cairo and a short description of the different minaret styles found in Cairo. The lesson then addresses the slides, each representing a monument, and includes historical and architectural information and discussion questions for each. Contains 12 references. (BT)

ED 451 116   SO 032 632

Zawierucha, Christina F. M.
A Thematic Literary Approach to War and Its Effects: A Comparison/Contrast of Middle-Eastern Literature as Compared to Western Literature. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Egypt and Israel).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Comparative Analysis; Curriculum Development; Foreign Countries; High Schools; Higher Education; *Literary Criticism; *Literary Devices; Multiple Choice Tests; *Thematic Approach; *War; *World Literature
IDENTIFIERS- Middle East; *Response to Literature; Theme (Literary)

This curriculum project, a lesson plan for a thematic literary study of war and its effects, has five goals: (1) to have students read various selections of literature on the theme of

PUB DATE- 01
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Concept Formation; *Constructivism (Learning); Elementary Secondary Education; Evaluation Methods; Grouping (Instructional Purposes); Prior Learning; Questioning Techniques; Relevance (Education); Student Evaluation
IDENTIFIERS- *Knowledge Development; Learning Communities; Reflective Thinking

This book shows educators how to rethink teaching by challenging their beliefs about knowledge and learning. It helps teachers organize for student learning rather than plan for teacher telling by applying constructivist learning theory in the classroom. It presents a constructivist perspective on how to arrange classroom events for student learning. Specific examples from a range of grade levels and subjects are offered. Classroom vignettes and questions are also provided. An introduction explains constructivist learning design (e.g., elements of the design, techniques for building community, and teacher learning circles). Six chapters present essential elements that show how theory is applied directly to classroom learning: (1) "Developing Situations"; (2) "Organizing Groupings"; (3) "Building Bridges"; (4) "Asking Questions"; (5) "Arranging Exhibits"; and (6) "Inviting Reflections." Chapter 7, "Productive Assessment: Not Just a Closing Activity," focuses on situation assessment, groupings assessment, bridge assessment, questions assessment, exhibit assessment, reflections assessment, and learning circle consideration. The concluding section focuses on teaching learning designs (e.g., dancing a design, choosing music for the dance, rehearsing the dance, dancing together, and inviting others to the dance). (Contains 75 references.) (SM)

ED 451 137   SP 039 804

Koki, Stan
Prevention and Intervention for Effective Classroom Organization and Management in Pacific Classrooms. Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 22p.; Produced with L. David van Broekhuizen and Denise L. Uehara.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Modification; Classroom Design; Classroom Environment; *Classroom Techniques; Constructivism (Learning); Cultural Differences; Discipline; Diversity (Student); Elementary Secondary Education; Faculty Development; Methods; Punishment; *Student Behavior; Student Participation; Time Management; Workshops
IDENTIFIERS- *Pacific Region; Routine Events; Rules and Regulations

This report brings together empirically-based studies on classroom organization and management and outlines practices that facilitate creation of a classroom system that is both preventive and interventional. The nine sections focus on: using research to create a classroom management system

Wait, Dan B.; Warren, Louis L.
Are Professional Development School Trained Teachers Better Classroom Managers?
PUB DATE- 01
NOTE- 13p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; College School Cooperation; Elementary Secondary Education; Higher Education; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Program Effectiveness; Student Behavior; *Teacher Competencies; Teaching Methods; Teaching Skills

This study examined the effectiveness of teachers trained in a Professional Development School (PDS) versus a traditional program. The paper begins with data from earlier research which shows that PDSs prepare graduates better for teaching and managing classrooms than do traditional programs. This study used the North Carolina Teacher Performance Appraisal Instrument to evaluate teachers in their first 3 years of teaching. Teachers trained in a traditional program and teachers trained in a PDS program completed the evaluation. The instrument examined eight functions, though this study investigated only management of student behavior. Findings for years 1-3 showed that PDS teachers had better student behavior management scores in all measured areas than did teachers trained in a traditional program. The best, mediocre, and poorest PDS teachers were better than the best, mediocre, and poorest non-PDS teachers. One of the practices that positively impacted the level of classroom management performance was the formative, coaching nature of the evaluation process. Interns had regular opportunities to participate in non-threatening discussions of their teaching practice. Another positive practice for PDS students was their witnessing and participating in daily reflections with their cooperating teachers and other professionals. (SM)

ED 451 157 SP 039 831

Celep, Cevat
The Correlation of the Factors: The Prospective Teachers' Sense of Efficacy and Beliefs, and Attitudes about Student Control.
PUB DATE- 00
NOTE- 21p.; In: National FORUM of Teacher Educational Administration and Supervision Journal e v17E n4 1999-2000 (electronic).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Collegiality; Educational Attainment; Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; Preservice Teacher Education; *Self Efficacy; Sex Differences; Student Participation; *Student Teacher Attitudes; Student Teachers; Teacher Administrator Relationship; Teacher Student Relationship; Teaching Experience
IDENTIFIERS- Turkey

This study investigated the relationships between Turkish preservice teachers' sense of self-efficacy; their beliefs about their colleagues, the students, and the administration; and their attitudes about student control. The study also examined whether these factors were influenced by education, age, gender, and educational attainment level. A group of 310

Keeping the Whole Village Together: Sharing Responsibility for the Learning of All Students.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001). The Partnership for Excellence in Teacher Education (PETE) is supported by the National Science Foundation (NSF-DUE-9453612).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Elementary Secondary Education; Higher Education; *Mathematics Education; Mathematics Teachers; *Partnerships in Education; Preservice Teacher Education; *Science Education; Science Teachers
IDENTIFIERS- Texas

This paper explains that to educate all students is the shared responsibility of partnerships within higher education and between higher education and the schools. The Partnership for Excellence in Teacher Education (PETE) incorporates this "whole village" approach into the design and implementation of school-based science and mathematics teacher education. It is guided by systemic renewal efforts in El Paso, Texas, and maintains a partnership linking the College of Education, the College of Science, the public schools, and parents and communities. Teams of mathematics, physics, and education faculty integrate activities and curriculum into local public schools. University classes are taught in public schools, with preservice teachers going into classrooms to teach content and practice pedagogy. College faculty observe student teachers' teaching performance and provide feedback. Student teachers keep reflective analysis logs. The integrated team-taught field model assumes that the program will increase students' mathematics and science content knowledge, pedagogical skills, and level of teaching performance and will change preservice teachers' negative perceptions toward mathematics and science learning and teaching. This paper describes how the mathematics and science blocks incorporate the "whole village" approach and work to change student's attitudes. (SM)

ED 451 176   SP 039 854

The Power of Accountability To Transform Teaching and Learning. McREL 2000 Fall Conference (Denver, Colorado, October 19-20, 2000).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 403p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accountability; Data Analysis; Decision Making; Educational Change; *Educational Quality; Elementary Secondary Education; English (Second Language); Faculty Development; Grading; Graduation; Reading Instruction; State Standards; *Student Evaluation; Teaching Methods
IDENTIFIERS- Learning Communities

This publication presents proceedings from the Mid-Continent Research for Education and Learning (McREL) fall 2000 conference. The first general session presentation was "Through the Eyes of Children... Creating a Shared Vision of Education" elementary and secondary school principals from urban, suburban, and rural schools. The eight goals are defined in the Goals 2000 legislation enacted in 1994. An operational measure of the integration of technology and Goals 2000 was developed, resulting in a 35-item Likert scale instrument. From samples of 1,000 elementary school principals and 1,000 secondary school principals, 1,023 usable responses, 459 from elementary principals and 535 from secondary principals, were received, a 51% return rate. A researcher also interviewed 50 nonresponders by telephone. Survey results indicate that there may be some discrepancy between principals' perceived use of technology as it relates to each of the eight National Education Goals and what would be expected regarding both in schools today. Principals tended to perceive the inclusion of technology only with respect to Goals 4 and 5, which deal with continuing professional development of teachers and increasing students' competence in mathematics and science. Overall, schools do not appear to be advanced in the expected use of technology, nor are they strongly relating technology to the National Education Goals. The implications of these findings are discussed. (Contains 2 tables and 65 references.) (SLD)

ED 451 196   TM 032 419

Stotsky, Sandra, Ed.
What's at Stake in the K-12 Standards Wars: A Primer for Educational Policy Makers.
PUB DATE- 00
NOTE- 369p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Economics; *Educational Policy; *Elementary Secondary Education; English; History; Mathematics; Reading; Sciences; State Programs
IDENTIFIERS- Standard Setting

This collection of essays addresses the issues that have arisen in the development and implementation of national and state standards in science, mathematics, history, economics, and the English language arts. The chapters are: (1) "The 1997 Mathematics Standards War in California" (Hung-Hsi Wu); (2) "Judging State Standards for K-12 Mathematics Education" (Ralph A. Raimi); (3) "Standards-Based Mathematics Assessments: Appearances May Be Deceiving" (Paul Clopton, Wayne Bishop, and David Klein); (4) "National Science Standards: Where Is the Evidence Supporting Them?" (Stan Metzenberg); (5) "The Science Standards Wars: What Is the Basis for Scientific Inquiry?" (Alan Cromer); (6) "How Children Learn Science: Do We Now Know? (Paul R. Gross and Sandra Stotsky); (7) "Why the Battle over History Standards?" (Sheldon M. Stern); (8) "Discipline-Based Economics Standards: Opportunity and Obstacles" (Robert M. Costrell); (9) "The English Language Arts in American Schools: Problems and Proposals" (Thomas Carnicelli); (10) "The State of Literary Study in National and State English Language Arts Standards: Why It Matters and What Can Be Done about It" (Sandra Stotsky); (11) "Toward Improved English Language Arts Standards for K-12: What a College Professor Wishes Her Students Had Read" (Jeanne J. Smoot); (12) "Lessons from the Sputnik-Era Curriculum Reform Movement: The Institutions We Need for Educational Reform" (Mary Campbell-Gallagher); and (13) "The National Science Foundation Systemic Initiatives: How a Small Amount of Federal Money Promotes Ill-Designed Mathematics and Science Programs in K-12 and Undermines Local

Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Compensatory Education; Elementary Education; *Elementary School Students; Remedial Programs; State Programs; *Summer Schools; *Supplementary Education; Testing Programs
IDENTIFIERS- North Carolina End of Grade Testing Program; *Wake County Public School System NC

The Accelerated Learning Program (ALP) was a major new initiative in the Wake County Public School System (WCPSS), North Carolina, in 2000. The ALP was designed to help WCPSS meet its achievement goal of 95% of students scoring at or above grade level at grades 3 and 8 by 2003, with grade levels determined by the North Carolina End of Grade tests. Schools were allotted funds based on students scoring below grade level. Such students were to be given up to 22 days of additional instruction in small groups. Assistance was also provided through continuing programs such as special education, Title I, language arts resource teachers, English as a Second Language, and Communities in Schools. All schools in the school district implemented ALP and nearly all students scoring below grade level received help through ALP or one of the other assistance programs. Two thirds of the 10,115 students eligible for ALP participated in the program, and about 20% of the targeted students received help through another assistance program. Most traditional calendar schools offered ALP on Saturdays and after school, but most year-round schools served ALP students in intersessions. ALP and the other assistance programs appeared to have some positive impact on achievement, especially at the elementary school level. The rate of improvement, however, was not great enough to enable the WCPSS to reach the system's 95% goal by 2003. About 40% of students moved up a level, but about 6% dropped. The systemwide results reveal some useful clues about effective practices for extra assistance. Characteristics of the schools with the greatest success were identified, and these characteristics will be considered in improving the implementation of ALP for the next school year. (Contains 15 attachments and 6 references.) (SLD)

ED 451 219   TM 032 447

Progress towards the 95% Goal: 2000. Measuring Up. E&R Report.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Educational Objectives; Elementary Education; *Elementary School Students; Low Income Groups; *Minority Groups; State Programs; Testing Programs
IDENTIFIERS- North Carolina End of Grade Testing Program; *Wake County Public School System NC

In 1998 the Wake County Public School System adopted a goal of having 95% of all students tested at or above grade levels as measured by the North Carolina End-of-Grade (EOG) tests by 2003. This bulletin reports progress toward that goal. Analysis of the EOG test results for 1999-2000 show that scores on all four tests targeted by the 2003 goal were higher than before, but that current rates of improvement are not adequate to reach the goal. The highest percentage of students scoring below grade level were from low-income families or were African American or Hispanic students, or were identified as learning disabled or behaviorally or emotionally handicapped. The digital information, and the fifth section considers legal issues related to the legal deposit of electronically published material. Contact information for the Kulturarw3 Project, the Royal Library, and the authors is provided. (MES)

ED 450 730   IR 057 986

Baruchson-Arbib, Shifra
Curriculum for "Social Information Science"--Evaluation and Application.
PUB DATE- 00
NOTE- 9p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Foreign Countries; Higher Education; *Library Education; *Library Role; *Library Science; Social Influences; Student Attitudes; Student Surveys
IDENTIFIERS- Bar Ilan University (Israel); Social Information Processing

This paper evaluates the success of a new specialization in library science, Social Information Science, developed by the author at Bar-Ilan University (Israel). The aim of Social Information is to expand the role of the library, to build new Social Information Banks, and to create a new profession, Social Information Scientist. The paper describes the conception and curriculum of the Bar-Ilan University program and then analyzes a survey that was carried out among the students. Results show that the students are interested in the subject--20-25% of them chose to learn Social Information. However, in practice, only 15% of the graduates apply their new knowledge at work. In considering the fact that there is no formal profession of a Social Information Scientist in Israel, these figures show the beginning of interest in the subject. (Contains 23 references.) (MES)

ED 450 731   IR 057 987

Battisti, Michele
The Future of Copyright Management: European Perspectives.
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Software; *Copyrights; Databases; Electronic Publishing; Foreign Countries; Futures (of Society); Intellectual Property; *Legal Responsibility
IDENTIFIERS- Digital Information Services; *Europe; European Community

This paper presents European perspectives on the future of copyright management. The first section is an overview of intellectual property rights in Europe, including differences between copyright countries and "droit d'auteur" countries. The second section addresses European Community legal policy, working in partnership, structuring knowledge, imparting skills, preserving heritage, and inspiring trust) in the knowledge society. (Contains 14 references.) (MES)

ED 450 752 IR 058 008

Elazar, David H.
The Making of a Classification Scheme for Libraries of Judaica.
PUB DATE- 00
NOTE- 10p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cataloging; *Classification; *Judaism; *Library Collections; Special Libraries
IDENTIFIERS- *Religious Libraries

This paper provides an overview of the Elazar classification system for libraries of Judaica. The authors of the scheme contend that there was and is a need for a system for libraries of Judaica to classify and arrange their collections according to Jewish concepts based upon Jewish thought and terminology. Topics covered include: (1) initial development and the first edition; (2) revision and the second edition; (3) revision and the third edition; (4) spelling authority; (5) the problem of having to use another system for general works in libraries that combine Jewish and general collections; (6) important features; (7) unique usage/expansion of the system; and (8) a summary of the philosophy behind the Elazar system. (MES)

ED 450 753 IR 058 009

Ershova, Tatiana V.; Hohlov, Yuri E.
Migrating from the Library of Today to the Library of Tomorrow: Re- or E-volution?
PUB DATE- 00
NOTE- 11p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; Electronic Libraries; *Information Technology; *Library Development; Library Policy; *Library Role; Library Services
IDENTIFIERS- Information Age; *Information Society; *Technological Change

This paper discusses library development in the changing environment arising within the forthcoming Information/Knowledge Society. The role of the library as a social institution is examined in the context of the evolution of the whole literary and knowledge system. Ideas about conceptual changes to be introduced by the library in order to respond to challenges of the Information Age are presented. Approaches are offered that could help the library evolve from an institution that conserves and provides access to a patrimony to become an inalienable part of a distributed global knowledge warehouse. The paper includes the following sections: (1) The World in Change: Advent of a Knowledge Society: (2)

IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Databases; Foreign Countries; Hebrew; *Information Services; *Judaism; *Reference Materials
IDENTIFIERS- Israel

This paper presents several of the most prominent bibliographic tools and projects current in Israel, as well as a few specialized and less well-known projects. Bibliographic tools include the Israel Union Catalog and the Israel Union List of Serials. The following are the major bibliographic projects described: the National Jewish Bibliography Kiryat Sefer; the Bibliography of the Hebrew Book, 1473-1960; the Index to Hebrew Periodicals; the Index of Articles on Jewish Studies. Specialized bibliographic projects include: the Henrietta Szold Institute Database; the Moshe Dayan Center Bibliographical Database; the Yad Vashem Library and Database; the Center for Computerized Research Services in Contemporary Jewry at the Avraham Harman Institute of Contemporary Jewry, Hebrew University; the Spielberg Jewish Film Archive and the Israel Filmography Database Project; the Vidal Sassoon International Center for the Study of Antisemitism--the Felix Posen Bibliographic Project on Antisemitism; the Ben Zvi Institute bibliographic projects; and the National Sound Archives Database. (MES)

ED 450 775   IR 058 031

Lannom, Laurence
Handle System Overview.
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer System Design; Electronic Libraries; Electronic Publishing; *Information Management; Information Networks
IDENTIFIERS- Digital Data; *Distributed Computing; *Names

The Handle System is a distributed computer system that stores names, or handles, of digital items and can quickly resolve those names into the information necessary to locate and access the items. It was designed by the Corporation for National Research Initiatives as a general purpose global system for the reliable management of information on networks such as the Internet over long periods of time and is currently in use in a number of production and prototype projects. This paper provides a brief history and technical overview of the Handle System, including the need for a general purpose naming system, design objectives, handle name space, and system architecture. Issues in its use in the digital library and electronic publishing arenas are identified, including multiple resolution and the appropriate copy problem. (Contains 10 references.) (Author/MES)

ED 450 776   IR 058 032

Technology; Library Personnel; *Library Role; *Library Services; National Libraries; Organizational Change; *Special Libraries; Staff Development; *User Needs (Information); Users (Information)
IDENTIFIERS- Denmark; Technological Change

This paper discusses new strategies and potential roles for libraries for the blind, based on the author's experiences at the Danish National Library for the Blind (DBB). The first section is an introduction that provides background on DBB. The second section considers characteristics of the information community. The third section describes the following tasks of the library for the blind in the digital reality: (1) information equality between handicapped and non-handicapped; (2) the roles of lobbyist, inspirer, and watchdog; (3) direct contact between information vendors and the visually impaired; and (4) standards and universal design. The fourth section addresses competency development for library staff, including a competency development program at DBB that consists of modules that deal with communication skills, the technological shift from analog to digital production, personal competencies, and strengthening of management. The fifth section covers reorganization at DBB. The sixth section lists objectives for improved results at DBB. (MES)

ED 450 797 IR 058 053

Tuominen, Kimmo
Monologue or Dialogue in the Web Environment? The Role of Networked Library and Information Services in the Future.
PUB DATE- 00
NOTE- 10p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Dialogs (Language); *Electronic Libraries; Foreign Countries; Information Management; *Information Services; Library Role; Monologs; Trust (Psychology); User Needs (Information); Users (Information); *World Wide Web
IDENTIFIERS- Finland; Intranets; Knowledge Development; Open University (Great Britain); University of North Carolina Chapel Hill

This paper contrasts monologic and dialogic World Wide Web services in a library context. The first section contrasts monologic and dialogic ways of understanding human nature and the way knowledge is constructed. The second section describes the dialogic nature and potential of the Web, including intranets as dialogic spaces and the dialog between users and service providers. The third section presents three exemplary services that have succeeded to utilize this potential: a hypertext system for research documents at the Open university (United Kingdom); Sharium, a learning and research environment about the history, culture, and economic and social development of the American South, developed at the University of North Carolina at Chapel Hill; and the Finnish Public Library Frontpage, designed to help customers to satisfy their information needs and library professionals to share their expertise and keep informed about the latest happenings in the library field. The fourth section introduces the idea of the Web of Trust, a direction for the Web to develop in the future, donors, including those who declined the request. The proposal itself should contain a detailed description of the project, including qualifications of the organization requesting funds, a timeline, budget, and information on staffing and program evaluation. Effective relationships and proper motivation are critical to any successful fundraising effort. Fundraising should be approached from a problem-solving standpoint, giving grant makers the opportunity to support meaningful programs with the potential to change peoples' lives. (Contains 12 references.) (AEF)

ED 450 815 JC 010 115

Fisher, James L.
College of DuPage Review, December 1999-February 2000.
PUB DATE- 00
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Planning; Educational Assessment; Educational Change; *Institutional Characteristics; *Institutional Evaluation; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *College of DuPage IL

This report analyzes the institutional characteristics of the College of DuPage (Illinois). Through a series of interviews and a review of materials in 1999-2000, a team of six objective experts identified issues affecting the college and helped establish an agenda. Based on the findings, the team recommended that the college: (1) pare its core course offerings and spend more time evaluating and assessing its courses; (2) discuss distance education and prepare for any negative effects; (3) offer more opportunities for faculty to expand technology in the classroom; (4) examine where and how it is using part-time faculty; (5) assess all faculty salaries and consider increasing them; (6) implement an aggressive and comprehensive diversity plan, making efforts to increase the diversity of faculty and staff; (7) examine its need for administrators and consider eliminating unnecessary positions; (8) perform an administrative reorganization as soon as possible; (9) expedite its decision-making process, especially on important issues; (10) implement a single primary governance body under the president, which would include representatives from all constituent groups, faculty, students and classified staff, and would make recommendations to the president; and (11) change its calendar to three 16-week terms. Thirty-seven recommendations are detailed in this report. Appendices include biographies on members of the review team, a list of interviewees, the interview form, and an index of materials used in the review. (EMH)

ED 450 816 JC 010 190

Mize, Rita M.
First Biennial Report on California Community College Chief Executive Officer (CEO) Tenure and Retention.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Presidents; *Community Colleges; Labor Turnover; Leadership; School Administration; State Norms;

These five reports on the hearings of the Joint Legislative Committee To Develop a Master Plan for Education were published by the Community College League of California. The first hearing of the Master Plan Committee was held in August 1999. The transfer rate from community colleges to California State University/University of California (CSU/UC) was referred to as a "disgrace"; this term was also used in reference to the disparity among colleges in the number of students who transfer (one California college transfers 700 students per year and another transferred only two students in the last six years). During the September 1999 meeting, both Legislative Analyst Elizabeth Hill and Pat Callan, President of the National Center for Public Policy and Higher Education, agreed that allocation of capital funds should be based on need, rather than the traditional one-third each for the three public higher education segments. The topic of the November 1999 meeting was "Accountability, Assessment, and Data Collection." Discussed was the possibility of merging the Stanford 9 Exam, the Golden State exams, the Advanced Placement exams, and the SAT/ACT. The February 2000 meeting addressed state offices and roles, and the August 2000 meeting announced the Master Plan Committee's issuance of a framework document. (JA)

ED 450 837 JC 010 213

Data and Characteristics of the Illinois Public Community College System.
PUB DATE- 00
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Faculty; *Community Colleges; *Enrollment Trends; *Institutional Characteristics; *School Demography; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Illinois Community College Board

This is the nineteenth publication of a comprehensive data book by the Illinois Community College Board. It contains annual data for fiscal year 1999 and fall term data for 1999 (fiscal year 2000). This publication provides information about students, faculty and staff, annual enrollment and completion, operating finances, and capital construction. Section 1, Fall Student Characteristics, includes data on headcount and full-time equivalent (FTE) student enrollments in Illinois public community colleges. The public community colleges of Illinois enroll approximately 65 percent of all students enrolled in public colleges and universities in the state of Illinois. About 40 percent of the students were enrolled in baccalaureate/transfer programs, 36.0 percent in occupational and vocational skills programs, 2.8 percent in general studies programs, 6.6 percent in general associate programs, and 14.4 percent in adult basic education/adult secondary education/English as a Second Language programs. Part-time students accounted for approximately 58 percent of the enrollments. Section 2 contains faculty and staff data. Of the 16,238 teaching faculty employed in fall 1999, 4,393 were full-time faculty. Figure 2 shows headcount distribution of community college employees statewide by employee group: faculty (52.30 percent), other nonteaching professionals (12.51 percent), classified (30.92 percent), and administrators (4.27 percent). (Contains tables and figures.) (JA)

ED 450 838 JC 010 214

and the business community in Mississippi and elsewhere. SCANTE goals include: (1) to identify and evaluate trends, applications, innovations, and curricula in the emerging network technologies; (2) to develop articulation of the two-year degree in network technology with a four-year degree program; (3) to disseminate to educators and their students emerging network technology trends, applications, innovations, and curricula; (4) to promote interest by secondary and postsecondary students in computer network technology, computer servicing technology, and telecommunications technology careers as well as the mathematics and science courses necessary for success in these careers; (5) to promote competency of secondary/postsecondary faculty who teach, implement, or administer curricula in emerging technologies; (6) to establish and facilitate an infrastructure to provide student work-based learning opportunities in emerging network technologies; and (7) to establish and facilitate an infrastructure to build a network of education, government and business entities that will support the development of quality programs to educate (and re-educate) the information technology workforce. Funding from the National Science Foundation Advanced Technological Program (ATE) and others has facilitated movement toward these goals. Slide presentation is appended. (PGS)

ED 450 858 JC 010 243

Curtis, John W.
Germanna Community College Student Outcomes Assessment, 1997-98: A Progress Report to the Virginia Community College System.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Outcomes Assessment; *College Transfer Students; Community Colleges; Computer Uses in Education; Educational Testing; Higher Education; *Remedial Programs; Student Placement; *Telecourses; Two Year Colleges
IDENTIFIERS- *Virginia

This document presents a brief summary of findings and actions over the last two years in three areas of Germanna Community College's overall student outcomes assessment program. First, program-placed students were tracked from developmental courses into subsequent collegiate coursework. While developmental student performance was roughly comparable to non-developmental students in subsequent English courses, completion rates in a transfer math course sequence were lower. Second, transfer data indicated that Germanna students performed equally well in senior college English and psychology courses compared to students who completed prerequisites at the senior college. However, lack of additional empirical data from Germanna's primary transfer destinations has impeded more extensive assessment of transfer student success. Third, enrollment in technology-mediated courses (telecourses, compressed video and Web-based courses) was found to represent 4% of total credit instruction during 1997-98, an increase after a decline in enrollment during 1996-97. The "non-completion rate" for telecourses in 1997-98 was 17.5%, compared to a 9% rate for traditional on-campus courses. Only 38% of respondents who enrolled in the most popular compressed video course (Spanish) said they would recommend it to a friend as a compressed video course, while 76% would recommend it as a non-video course. (PGS)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Asthma; Birth Weight; *Child Health; *Children; Counties; Drinking; Early Parenthood; Health Insurance; Hospitalized Children; Infant Mortality; Injuries; Low Income Groups; Medical Services; Mortality Rate; *Poverty; Prenatal Care; Smoking; Victims of Crime; Welfare Services
IDENTIFIERS- Binge Drinking; Childrens Health Insurance Program; *Indicators; Medicaid; *New York; Vaccination; Welfare Reform

This report details the impact of the changing health environment on children's health and access to health care in New York state. The report links key measures of child health with recent policy changes, such as expansions in health insurance coverage, Medicaid managed care, and welfare reform. Data from 1997 are used as a baseline measure for future efforts to track the impact of public policy on child health. The report contains state and national data for indicators of child health in four areas: (1) economics, including poverty rates and public assistance receipt; (2) insurance status, including Medicaid and state health insurance program enrollment; (3) access and use of medical care services such as prenatal care and immunizations; and (4) health and behavioral indicators, including asthma hospitalizations, binge drinking, smoking, and infant mortality rates. Highlights are provided for some indicators comparing county, New York City, and state data. Included is the Web address for a Web-based component providing county and regional comparisons for selected indicators. (KB)

ED 450 878 PS 029 187

Solomon, Gina M.; Campbell, Todd R.; Feuer, Gail Ruderman; Masters, Julie; Samkian, Artineh; Paul, Kavita Ann
No Breathing in the Aisles: Diesel Exhaust Inside School Buses.
PUB DATE- 01
NOTE- 75p.; Jesus Santos Guzman contributed to this study.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Advocacy; *Child Health; Child Safety; Children; Diesel Engines; *Elementary School Students; Elementary Secondary Education; Financial Support; Fuels; *Risk; Risk Management; *School Buses; *Secondary School Students; *Student Transportation

There is evidence that diesel exhaust causes cancer and premature death, and also exacerbates asthma and other respiratory illness. Noting that the vast majority of the nation's school buses run on diesel fuel, this report details a study examining the level of diesel exhaust to which children are typically exposed as they travel to and from school. Further, the report is intended to inform parents, administrators, and policy makers of the cleaner alternatives that are readily available. The air was continuously sampled inside four elementary school buses that drove an actual bus route of about 45 minutes for 4 to 6 repetitions over 5 hours. Nearly 20 hours of sampling results were obtained. Findings indicated that children riding inside a diesel school bus, even buses not emitting significant amounts of black smoke, may be exposed to as much as four times the level of toxic diesel exhaust as someone standing or riding beside the bus, translating to from 23 to 46 times the cancer risk level considered significant under federal law. The report details the harmful health impact of diesel exhaust, describes cleaner alternatives being used by an increasing number of school districts, and notes that short-term measures such as

Young Children
IDENTIFIERS- Scotland

The aim of this resource guide is to provide practitioners in preschool settings with information to help them plan, implement, augment with resources, and review practice based on the "Curriculum Framework for Children in Their Pre-School Year" issued by the Scottish Office Education and Industry Department. The guide presents a selection of materials to inform adult practice and a selection of children's books and stories. The guide's introduction provides a matrix delineating key features for each item in the guide. Section 1 of the guide provides resources to inform adult practice in five areas: (1) play, development, and learning; (2) curriculum; (3) observation and assessment; (4) professional roles; and (5) values and principles. Each descriptor offers information about the resource and, in some instances, suggestions for its use. Section 2 annotates the curriculum resources for key aspects of development and learning as identified in the curriculum: (1) emotional, personal, and social development; (2) communication and language; (3) knowledge and understanding of the world; (4) expressive and aesthetic development; and (5) physical development and movement. Section 3 presents information on quality assurance, self-evaluation, ethos, and staff development and training. Section 4 annotates resources related to children's lives in the wider community, including partnerships with parents, children with special educational needs, valuing diversity, and transitions. Section 5 annotates resources on early intervention in the areas of literacy and numeracy. Section 6 lists selected children's books, providing a description of each and a cross-referencing grid identifying key features. Section 7 identifies support agencies and organizations. Section 8 provides contact information for publishers and suppliers; this section also contains indices of resource titles and series, and of publishers, suppliers, and support agencies. (KB)

ED 450 897   PS 029 239

Hancock, Juliet; Dale, Barbara
Looking, Listening and Learning: Quality Interaction with Children. Early Education Support Series.
PUB DATE- 99
NOTE- 42p.; For related guides, see PS 028 472-473 and PS 029 234-243.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Childhood Needs; *Early Childhood Education; Educational Planning; Foreign Countries; *Observation; *Play; *Preschool Teachers; *Teacher Student Relationship; Young Children
IDENTIFIERS- Scotland

Based on the view that the quality of adult-child interaction is crucial to children's development and learning in early childhood settings, this guide complements and expands upon the Scottish Office Curriculum Framework for young children and illustrates key aspects of children's learning and development. The guide is designed to be used for planning, developing staff, supporting training of students, facilitating work with parents, and teaching reflectively. A series of illustrated case studies of children from 3 to 8 years shows how planning, and volunteer recruitment--diverts their time; (4) less than half of frontline youth workers have access to the Internet; (5) youth workers say that many parents do not understand the value of positive youth development and often treat them more like babysitters than professionals; and (6) 45 percent say they may leave the youth work field within 5 years. Several recommendations were devised to address these issues. (EV)

ED 450 916 PS 029 258

ACCESS to Comprehensive School-Based Health Services for Children and Youth, 2000-2001.
PUB DATE- 00
NOTE- 32p.; Winter 2001 is the final issue of "ACCESS." For 1999 issues, see PS 029 221. Edited by Burness Communications. Making the Grade is a national grant program supported by The Robert Wood Johnson Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Health; Elementary Secondary Education; Nontraditional Education; Organizational Communication; Program Descriptions; Program Termination; Public Policy; *School Health Services; Student Attitudes
IDENTIFIERS- Continuous Quality Improvement; *School Based Health Clinics; School Based Services

This document consists of four consecutive issues of a newsletter presenting information on public policy and research of interest to school-based health centers (SBHCs) for children and youth. The spring 2000 issue explores why some SBHCs are closing and student support for SBHCs. The summer 2000 issue addresses the use of SBHCs in alternative schools and also presents data from a national census of SBHCs. The fall 2000 issue provides advice to SBHCs on creating a compelling message and addressing opposition. The winter 2001 issue (the final issue of the newsletter) describes the launch of the Center for Health and Health Care in Schools, which replaces Making the Grade, the national grant program to establish new SBHCs through state and local partnerships. This issue contains parting words from Making the Grade grantees, along with a special insert on continuous quality improvement in SBHCs. (EV)

ED 450 917 PS 029 259

Koppelman, Jane; Lear, Julia Graham
From the Margins to the Mainstream: Institutionalizing School-Based Health Centers. A Making the Grade Monograph. Occasional Papers on Policies Affecting School-Based Health Centers, Summer 2000.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Elementary Secondary Education; *Financial Support; Program Descriptions; Program Effectiveness; Public Policy; *Public Support; *School Health Services; *Success
IDENTIFIERS- *School Based Health Clinics; School Based Services

In June 1999, Making the Grade and the National Assembly on School-Based Health Care sponsored a workshop to examine the best political and financial strategies for fostering the

Monographs in Adolescence.
PUB DATE- 01
NOTE- 270p.; "Foreword by Sharon Landesman Ramey."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Adjustment (to Environment); *Adolescent Development; *Adolescents; Behavior Problems; Child Rearing; Comparative Analysis; Developmental Delays; Early Childhood Education; *Early Parenthood; *Individual Development; Individual Differences; Intelligence; Longitudinal Studies; *Mothers; Parent Child Relationship; Parenting Skills; Predictor Variables; Public Policy; Resilience (Personality); Theories; *Young Children

This monograph details the Notre Dame Parenting Project, a comprehensive longitudinal study of the lives of adolescent mothers and their children from pregnancy through the first 8 years of life, describing how their respective developmental trajectories are interwoven and linked to the social contexts in which they live. A total of 281 primiparous adolescent mothers participated in the study. Phase 1 of the project identified personal and social factors differentiating early childbearers from adult and nonpregnant adolescents and used prenatal maternal variables to predict early childrearing practices and child development. Phase 2 charted developmental trajectories of teen mothers and their children at ages 3 and 5, assessing the emergence of developmental delays as well as identifying resilient mothers and children. Interviews were also conducted to explore qualitatively the life stories of four mothers and their children. Phase 3 of the study followed mothers and children through age 8 and assessed the children's intellectual ability, academic achievement, and adaptive development in Grade 2. In general, the findings suggested that teen mothers and their children experienced a multitude of serious problems that demand serious attention and warrant comprehensive intervention. Adolescent mothers were significantly less prepared cognitively for parenting than adult mothers, with deficiencies associated with later adverse maternal and child cognitive, behavioral, and socioemotional outcomes. The adolescent mothers also exhibited poorer socioemotional adjustment than adult mothers, and displayed feelings of anxiety and depression 3 and 5 years later. Social supports are often absent or conflicted. The majority of teen mothers were operating in the low average, borderline, or mentally retarded range of intelligence. At 3 years, 72 percent of the children displayed delays in at least one developmental domain. At age 5, 78 percent exhibited delays in at least one domain. Preliminary analyses of data for 8-year-olds indicated that more than 70 percent had problems of low achievement, learning disabilities, or mental retardation. The monograph concludes with policy-related recommendations designed to optimize long-term developmental outcomes in adolescent mothers and their children and to forestall the delays observed in this study. Contains 250 references. (KB)

ED 450 935   PS 029 282

Graves, Michelle
The Essential Parent Workshop Resource. The Teacher's Idea Book 4.
PUB DATE- 00
NOTE- 189p.; For Teacher's Idea Book 5, see PS 029 283.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Metropolitan Life Foundation.; Foundation for Child Development, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 14p.; This brochure is also supported by the CDC Foundation, the Center for Mental Health Services, and the Los Angeles Psychological Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Anger; Childhood Needs; Classroom Techniques; *Discipline; Early Childhood Education; Mass Media Effects; Preschool Teachers; *Prevention; *Teacher Role; Teacher Student Relationship; *Violence; *Young Children

Noting that teachers of young children can help protect children from getting involved in violence, this booklet provides research and practice-based information on preventing violence in young children's lives. The booklet asserts that young children need to feel safe and loved, need to watch peace-loving people, need to be protected from exposure to violence, and need immediate help from adults if they are victims of violence. Suggestions for early childhood professionals for preventing violence focus on helping children handle anger. The booklet identifies several possible reasons for children's anger, presents ways teachers can model managing their own anger, delineates ways to respond to children's anger, and presents a social problem-solving approach to handling anger. Discipline strategies are also discussed, including ignoring some behaviors, using natural and logical consequences, using timeout, and spanking. The booklet then examines media influences on children's behavior, focusing on children's exposure to television violence. Cautions regarding weapons are presented. Finally, the characteristics of high quality curricula for nonviolence are described. The booklet concludes with a list of print and Web site resources for further information. (KB)

ED 450 952   PS 029 300

Pulos, Vicky; Lee, Lana
Promising Ideas in Children's Health Insurance: Coordination with School Lunch Programs.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; David and Lucile Packard Foundation, Los Altos, CA.; George Gund Foundation, Cleveland, OH.
PUB DATE- 99
NOTE- 13p.; Also supported by the Nathan Cummings Foundation. Produced by the Children's Health Campaign, a project of Families USA.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Child Health; *Children; *Eligibility; Enrollment; *Health Insurance; Lunch Programs
IDENTIFIERS- *Childrens Health Insurance Program; Medicaid; School Lunch Program

Noting that sending information about children's health insurance through the school system is a very effective way to generate concludes with information on data sources and data collection and availability. (KB)

ED 450 970 PS 029 324

Costello, Joan; Barker, Gary; Pickens, Lisa Marie; Cassaniga, Nelda; Merry, Sheila; Falcon, Adrienne
A Self-Study Guide for Managers and Staff of Primary Support Programs for Young People.
SPONS. AGENCY- Elizabeth Morse Charitable Trust, Chicago, IL.
PUB DATE- 00
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; After School Programs; Athletics; Children; *Community Programs; Developmentally Appropriate Practices; Elementary Secondary Education; Program Development; *Program Evaluation; School Community Programs; Self Evaluation (Groups); Youth Clubs; *Youth Programs
IDENTIFIERS- University of Chicago IL

Identifying the voluntary activities, programs, and services that children and families use during students' out-of-school time as primary supports, this self-study guide provides a framework for developing primary support programs that allow school-aged children and adolescents to develop physical, cognitive, social, and emotional skills. The guide details four key program components and describes basic qualities within each component that "good enough" primary supports for school-age children and youth should provide. The guide also provides indicators at three levels and questions that can assist staff and management to set goals and work toward improvements over time. The four components of program quality are: (1) safety, comfort, and belonging; (2) positive social interactions and relationship; (3) activities and programming that promote healthy development; and (4) organizational and administrative competence. For each program component, the key indicators of quality are summarized, with each indicator accompanied by a series of discussion topics/questions. Space is available to record how the organization is doing and what improvements might be considered. The guide concludes with a list of 19 recent publications of Chapin Hall for those planning, managing, funding, and working in programs for youth. (KB)

ED 450 971 PS 029 325

Merry, Sheila M.
Beyond Home and School: The Role of Primary Supports in Youth Development. A Chapin Hall Report.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, IN.
PUB DATE- 00
NOTE- 161p.; Based on research conducted by Joan Wynn, Karen Pittman, and Richard Murphy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; After School Programs; Child Development; Childhood Needs; Children; *Community Programs; Low Income Groups; Program Descriptions; School Community Programs; *Youth; *Youth Programs

This thesis research examines the reasons for such differences in policy, and considers whether they are consistent with a sound economic rationale. Four rural and four urban schools were selected as case studies, and the economic cost or benefit to the community from closing each school was analyzed. The net tangible cost or benefit of school closing was then compared to the additional student travel time resulting from closure, yielding an implicit value of students' travel time if the schools were closed. Results indicate that the savings that accrue from school closure are greater in metropolitan areas than rural areas. The implicit minimum value of students' time that would make closure a viable option in country areas is $0.76 per hour, compared to $30.12 in metropolitan areas. In addition, a district funding model was developed that provides an alternative resource allocation methodology based on minimum school size, maximum school size, and maximum student travel time. This funding model is likely to achieve significantly greater savings than are possible from school closure. (SV)

ED 450 988   RC 022 833

Berton, Valerie; Butler, Jennifer
Building Better Rural Places: Federal Programs for Sustainable
  Agriculture, Forestry, Conservation and Community Development.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 01
NOTE- 153p.; Original authors were Romana A. Vysatova and Laurie
  S.Z. Greenberg. Edited by Margaret Kroma. USDA agencies and
  programs providing major support for this publication:
  Resource Conservation and Development, Natural Resources
  Conservation Service, U.S. Forest Service, and Sustainable
  Agriculture Research and Education Program. Also funded by the
  Jessie Smith Noyes Foundation.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Agriculture; Basic Business Education; Business
  Administration; Community Development; *Conservation
  (Environment); Federal Aid; *Federal Programs; Financial
  Support; Forestry; Land Use; Marketing; Rural Areas; *Rural
  Development; Rural Extension; *Small Businesses; *Technical
  Assistance
IDENTIFIERS- *Department of Agriculture; Sustainable Agriculture

This guide is written for those seeking help from federal programs to foster innovative enterprises in agriculture and forestry in the United States. The guide describes program resources in value-added and diversified agriculture and forestry, sustainable land management, and community development. Programs are included based upon whether they offer significant funding or technical assistance. The guide is organized by the type of assistance and resources that federal programs offer to support agricultural and forestry innovations. Sections cover: (1) research, information, new technologies, and extension education; (2) financing; (3) business management (including small farmer training); (4) marketing; (5) land and resource management and conservation; and (6) community and rural development. Along with a general overview of each resource, the guide explains what each program offers, gives specific examples of how the program has actually supported such work, describes uses and restrictions, presents eligibility information, and gives contact information.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Development; *Educational Needs; Futures (of Society); Information Technology; *Internet; *Rural Areas; Rural Development; Technical Assistance
IDENTIFIERS- Access to Technology; *Electronic Commerce; Technology Utilization; Telecommunications Infrastructure; *United States (South)

Buying and selling on the Internet, known as e-commerce, has become big business, and is still growing. E-commerce has two components, business to consumer retailing and business to business supply-chain operations. Participation is dependent on access to and adoption of advanced information technologies. Access to technology is influenced by education, income, race, and residence (rural or urban). The South is disadvantaged in all these areas. Businesses in the South cannot afford to let the barriers hold e-commerce back. Rural businesses need to position themselves now for a technology-driven future to increase their chances of survival. Even though there is interest in e-commerce, there is a critical lack of unbiased educational information and technical assistance for businesses. To facilitate economic development through e-commerce in the rural South, all people and businesses must have the opportunity to be connected to the Internet; educational institutions must develop programs that assist businesses and communities with connectivity, infrastructure, e-commerce, and other technology-related issues; states must educate, recruit, and retain people with technical expertise in the region; and state and local policymakers must take a comprehensive and strategic look at e-commerce from an economic development perspective. (Contains 11 references.) (TD)

ED 451 006 RC 022 862

Cowles, Spencer L.
Educating for Identity & Resistance: Situated Learning among the Old Order Mennonites.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (45th, Washington, DC, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Christianity; Context Effect; Educational Environment; *Educational Philosophy; Elementary Education; *Mixed Age Grouping; Nonformal Education; Religious Cultural Groups; *Role of Education; Rural Schools; *School Community Relationship; Small Schools
IDENTIFIERS- *Mennonites; Sense of Community; *Situated Learning

An essential aspect of Old Order Mennonite identity is located in the historical-cultural understanding of who they are as one group of God's people. Schooling is an intentional means of reinforcing this understanding, and it is finely tuned to prepare children for the Old Order way of life. As such, it emphasizes basic academics, acquisition of responsibility, and respect for authority. The school serves a well-defined, largely egalitarian, and homogeneous constituency that has no need of sorting or credentialling in its schools to maintain its way of life. The mission of the school is both utilitarian and transparent, and, therefore, it can be a nurturing place; no one's future economic or social status will be determined by residents in the bush community of Bethel, and two 4-week blocks of "rural practicum" for third-year residents focusing on practice management and personal lifestyle survival skills. Program successes and ongoing evaluation are briefly discussed. (SV)

ED 451 024   RC 022 917

Guidelines for Nurturing Culturally Healthy Youth.
PUB DATE- 01
NOTE- 10p.; Adopted by the Assembly of Alaska Native Educators, (Anchorage, AK, February 6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alaska Natives; American Indian Culture; *Child Rearing; *Community Role; *Cultural Education; Elementary Secondary Education; Nonformal Education; *Older Adults; *Parent Role; School Community Relationship; Teacher Role
IDENTIFIERS- Alaska; Cultural Values; Eskimo Culture; Indigenous Knowledge Systems

These guidelines address issues in the application of traditional Alaska Native child-rearing and parenting practices to nurture culturally healthy youth in the contemporary world. Guidelines are organized around each of several roles related to child rearing: Native Elders, as tradition-bearers and essential role models; parents, who are the first teachers of their children; the youth themselves, and their responsibilities for their own growth; communities, tribes, clans, and Native organizations; professional educators, providing a supportive learning environment that reinforces students' cultural well-being; schools, which by engaging fully with communities, can provide consistent expectations for students; child-care providers; youth services and juvenile justice agencies; researchers working with Native communities; and the general public. Special attention is given to educational implications of the integration of traditional child-rearing and parenting practices in schools. Throughout this document, Elders are accorded a central role as the primary source of cultural knowledge. Respected Elders serve as philosophers, professors, and visionaries of a cultural community. Following the guidelines are general recommendations aimed at their implementation and the types of support needed from federal and state agencies, schools and school districts, tribal colleges, communities, and Native organizations. (SV)

ED 451 025   RC 022 918

Guidelines for Strengthening Indigenous Languages.
PUB DATE- 01
NOTE- 10p.; Adopted by the Assembly of Alaska Native Educators (Anchorage, AK, February 6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alaska Natives; *American Indian Languages; *Community Role; Cultural Maintenance; *Eskimo Aleut Languages; Language Acquisition; *Language Maintenance; *Native Language

in the United States and outlying areas. NSF has collected data on graduate enrollment and postdoctoral employment since 1966. All eligible institutions were included in the survey beginning in 1988. In 1992, the citizenship categories requested were modified to conform to those used in other surveys conducted by NSF and the National Center for Education Statistics (NCES). The text is divided into six categories including general notes, technical notes, detailed statistical tables, survey materials, list of doctorate-granting and master's-granting institutions, and getting information on the World Wide Web. (SAH)

ED 451 049   SE 064 608

Grant, Tim, Ed.; Littlejohn, Gail, Ed.
Greening School Grounds: Creating Habitats for Learning.
PUB DATE- 01
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biodiversity; *Botany; Curriculum Development; Ecology; Elementary Secondary Education; Environmental Education; *Gardening; *Gardens; *Hands on Science; Outdoor Education; Science Activities; Science Instruction
IDENTIFIERS- *School Yards

Schoolyard greening is an excellent way to promote hands-on, interdisciplinary learning about the environment through projects that benefit schools and increase green space and biodiversity in communities. This book features step-by-step instructions for numerous schoolyard projects from tree nurseries to school composting to native plant gardens, along with ideas for enhancing learning by addressing diverse student needs. The guide includes detailed articles on rooftop gardens, multicultural gardens, far north gardens, desert gardens, butterfly gardens, ponds, and prairie restorations as well as more than a dozen schoolyard habitat options. For project planners there are practical tips on minimizing vandalism, maximizing participation, and raising funds. For teachers there are dozens of outdoor classroom activities and curriculum links, a bibliography of learning resources, and an up-to-date listing of funders and training organizations. (SAH)

ED 451 050   SE 064 609

Shafer, Larry E.
Charging Ahead: An Introduction to Electromagnetism.
PUB DATE- 01
NOTE- 81p.; For grades 6-12.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Electricity; High Schools; *Lesson Plans; *Magnets; Middle Schools; *Science Activities; Science Instruction
IDENTIFIERS- National Science Teachers Association

This guide explores the connection between electricity and magnetism with middle level and high school students. The phenomenon of electromagnetism is broken down into four lesson plans that provide students and teachers with a carefully constructed yet easy way to learn about their history. All four activities prompt students to use inexpensive, easily obtained

English as a second language, embracing the cultural and scientific contributions of a variety of heritages, and using strategies and tips for teaching in a diverse classroom. All articles are correlated to the National Science Education Standards. Articles include: (1) "Cultural Inclusion" (H. Prentice Baptiste and Shirley Gholston Key); (2) "Embracing Diversity" (Gerry M. Madrazo, Jr.); (3) "Encouraging Equitable Enrollment" (Stan Hill and Paul B. Hounshell); (4) "Make the Curriculum Multicultural" (Napoleon A. Bryant, Jr.); (5) "Inclusive Classrooms" (Konstantinos Alexakos); (6) "Inclusive Reform" (Mary Monroe Atwater and Melody L. Brown); (7) "Creating a Culture for Success" (Barbara S. Thomson, Mary Beth Carnate, Richard L. Frost, Eugenia W. Maxwell, and Tamara Garcia-Barbosa); (8) "Capitalizing on Diversity" (Lenola Allen-Sommerville); (9) "Big Picture Science" (Charlotte Behm); (10) "Multicultural Teaching Tips" (S. Wali Abdi); (11) "Teaching Essentials Economically" (Joy R. Dillard); (12) "Structured Observation" (Ellen Johnson, Barbara Borleske, Susan Gleason, Bambi Bailey, and Kathryn Scantlebury); (13) "Notable Women" (Cindy L. F. Zacks); (14) "Language Diversity and Science" (Elizabeth Bernhardt, Gretchen Hirsch, Annela Teemant, and Marisol Rodriguez-Munoz); (15) "Meaningful Lessons" (Alan Colburn and Jana Echevarria); (16) "Science as a Second Language" (Carmen Simich-Dudgeon and Joy Egbert); and (17) "Scientific Literacy for All" (Cynthia Carlson). (SAH)

ED 451 074   SE 064 642

McKenzie-Mohr, Doug; Smith, William
Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing.
PUB DATE- 99
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Education; Higher Education; *Program Design; *Program Development; Science Education; Secondary Education; *Sustainable Development; Teaching Methods
IDENTIFIERS- Community Based Programming

This book discusses incorporating community-based social marketing techniques programs. The first chapter explains why programs that rely heavily on conventional methods to promote behavior change are often ineffective, and introduces community-based social marketing as an attractive alternative for the delivery of programs. Chapter 2 describes identifying the barriers to sustainable behaviors as an essential first step toward creating effective community-based social marketing strategies. Chapters 3 through 8 present a variety of tools for overcoming barriers to sustainable behavior. Chapter 3 demonstrates how to increase commitment to engage in a sustainable activity. Chapter 4 details the importance of using prompts to remind people to act sustainably. Chapter 5 discusses the impact that community norms have upon our behavior. Chapter 6 reviews various aspects of effective communication. Chapter 7 describes the powerful influence that incentives can have upon behavior and sets out guidelines for their use. Chapter 8 discusses the importance of removing external barriers when designing programs to foster sustainable behavior. Chapter 9 reviews the program design and evaluation. Chapter 10 provides some concluding thoughts. The appendix

Acker, Victor
Celestin Freinet (1896-1966): A Most Unappreciated Educator in the Anglophone World.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Conference of the Comparative and International Education Society (San Antonio, TX, March 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; Comparative Education; *Educational Change; *Educational History; *Educational Innovation; Educational Philosophy; Elementary Education; *Foreign Countries
IDENTIFIERS- Biodata; Educational Leadership; France; *Freinet (Celestin)

Celestin Freinet had a major influence on education in France. In 1917 he was critically injured during World War I and convalesced for two years. During World War II he was incarcerated by the Vichy government for his Communist tendencies, and, in the 1950s the French Communist Party harassed him for straying from their hard-line ideologies. Celestin's educational and intellectual output was prodigious: he taught elementary school, founded his own Freinet School in 1935, organized conferences for more than 40 years, and wrote 18 books and nearly 3,000 articles in 17 journals that are a repository of his educational ideas. These innovative ideas led to the reform of French education. He advocated a child-centered education and introduced the printing of school newspapers in the classroom and their exchange with those of other schools. Freinet-based schools still exist in Europe, Africa, and South America. None exist in the Anglophone world where it appears his influence has slipped through the cracks. In the English-speaking world, Freinet is virtually unknown, although most schools unknowingly implement his ideas: the printing press he used for printing in the classroom and exchanging texts through the mail have been replaced by computers, printers, the Internet, and fax machines to exchange texts with other schools. Freinet is also conspicuously absent in educational and pedagogical books and anthologies in English. This paper on Celestin Freinet aims to redress this injustice. (Contains 61 notes.) (Author/BT)

ED 451 096 SO 032 611

Tran, Dien Ngoc
A Self-Sustained Education System for a Developing Country: The Case of the Socialist Republic of Viet Nam.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Conference of the Comparative and International Education Society (San Antonio, TX, March 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Comparative Education; *Developing Nations; *Educational Change; *Educational Policy; *Educational Practices; Educational Theories; Foreign Countries; Free Education; Government Role
IDENTIFIERS- *Vietnam; Vietnamese Culture

war from both the Middle East and the West; (2) to teach students to analyze the differences and similarities between wars fought in the Middle East as compared to the West; (3) to generate literary discussions and written essays analyzing the similarities and disparities of Middle Eastern versus Western wars; (4) to generate discussion and written essays analyzing the similarities and differences on a designated aspect of war; and (5) to review and/or teach the various literary elements and literary techniques employed in well-written literature. The project includes 18 pieces of literature (poetry and prose), multiple choice questions for each selection (and a teacher answer key), and discussion questions. Contains 24 references. (BT)

ED 451 117   SO 032 63[illegible]

North Carolina Arts Education Standard Course of Study and Grade Level Competencies. Revised 2000.
PUB DATE- 00
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Art; *Art Education; Curriculum Development; Dance; *Dance Education; Drama; Elementary Secondary Education; Fine Arts; Models; Music; *Music Education; State Boards of Education; *State Curriculum Guides; State Standards; *Theater Arts; Visual Arts
IDENTIFIERS- *North Carolina

This booklet is a revision of the original publication and provides a framework for developing art curriculum for K-12 programs in dance, music, theater arts, and visual arts. The frameworks consist of goals and objectives in each of these arts and are developed for K-2, 3-5, 6-8, and 9-12 grade levels. Features in this version include: (1) a strong emphasis on communicating, reading, writing, and, where plausible, mathematics throughout each arts curriculum; (2) integration of learning among the four arts areas and among other subject areas; (3) emphasis on critical and creative thinking; (4) greater focus on knowing about, understanding, and appreciating a variety of world cultures and historic periods; (5) ability to use knowledge, skills, and processes learned in the arts and apply them to other disciplines and to life beyond school; and (6) where appropriate, integration of concepts such as conflict resolution, teamwork, sensitivity to and tolerance of others and their views, heightened perceptual awareness, and synthesis of ideas to arrive at a logical deduction, and workforce preparedness. (Author/BB)

ED 451 118   SO 032 639

Colorado Model Content Standards for Music: Suggested Grade Level Expectations.
PUB DATE- 00
NOTE- 14p.; For Colorado's Content Standards for Dance, see SO 032 640; for Colorado's Content Standards for Visual Arts, see SO 032 641.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Music; *Music Activities; *Music Education; *Music Techniques; Public Schools; *State Standards; Student Development
IDENTIFIERS- *Colorado

(arranging the classroom, planning rules and procedures, and allocating time through rules and procedures); training teachers for classroom organization and management (systematic exposure to principles via specially designed workshops and professional development experiences); cultural differences in setting classroom routines (each cultural group represented in the classroom must be acquainted with the communication behaviors of the others); involving students in establishing classroom routines (students tend to respond to being trusted by suggesting rules that are similar to and sometimes stricter than, those advocated by teachers); preventing inappropriate student behavior (maintaining an environment conducive to student learning); handling inappropriate student behavior; punishment in intervention; behavior modification; and group management strategies. The paper concludes with a list of questions that can guide teachers' efforts in developing an effective classroom management system. It also presents four recommendations for promoting better organization and management in Pacific classrooms. (Contains 43 references.) (SM)

ED 451 138   SP 039 805

Eberts, Randall; Hollenbeck, Kevin; Stone, Joe
Teacher Performance Incentives and Student Outcomes. Staff Working Papers.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the National Academy of Sciences (Irvine, CA, December 17-18, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Average Daily Attendance; Collective Bargaining; Dropouts; Grade Point Average; High Schools; Incentives; *Merit Pay; *School Holding Power; Secondary School Teachers; Student Evaluation of Teacher Performance; *Teacher Salaries

This paper reviews evidence of the impact of individual merit pay systems for teachers on student achievement, presenting new empirical results from a system established within a collective bargaining environment. While many merit pay systems exist nationwide, very little empirical evidence concerning their influence on student achievement exists. A natural experiment arose in one county where a high school piloted a merit pay system that rewarded student retention and student evaluations of teachers while a comparable high school maintained a traditional compensation system. A difference-in-differences analysis indicated that merit pay: had no effect on grade point averages and daily attendance rates; reduced the percentage of students who dropped out of courses; and increased the percentage of students who failed. The outcomes illustrate the difficulty of instituting individual merit pay in schools. The goal was to increase student retention. Students were considered retained if they were present during a randomly selected day of the last week of classes. The system worked by this measure because the school experienced a significant reduction in course noncompleters. However, it was not clear whether this measure was correlated with student achievement or even average attendance (neither of which was improved). (Contains 13 references.) (Author/SM)

ED 451 139   SP 039 806

Garner, Dana R. Monts

teachers from 22 elementary schools completed a questionnaire that asked about their personal characteristics and their beliefs about teaching efficacy, the administrator, their colleagues, the students, and student control. Data analysis indicated that these factors differed significantly according to respondent gender, age, education, preferred student attitudes, approval of the administration, and teacher collegiality. Female teachers perceived their students as more eager to learn, more respectful to each other, and more responsible for their tasks. They were more authoritarian than male teachers in controlling their students and prioritized disciplinary rules in classroom management. Age influenced teachers' beliefs about students and teacher collegiality. Older teachers believed that students were more willing to learn but had a tendency to control students with rules and in a bureaucratic manner. Teachers with higher education levels expected more achievement from students. (Contains 28 references.) (SM)

ED 451 158   SP 039 832

Weis, Lois, Ed.; Fine, Michelle, Ed.
Construction Sites: Excavating Race, Class, and Gender among Urban Youth. The Teaching for Social Justice Series.
PUB DATE- 00
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Asian Americans; Athletics; Blacks; Early Parenthood; Elementary Secondary Education; Females; Femininity; Feminism; Hispanic Americans; Homosexuality; Males; Minority Groups; Nontraditional Education; Poetry; Racial Bias; Racial Identification; Social Bias; Student Behavior; *Urban Areas; *Urban Schools; Vietnamese People
IDENTIFIERS- *Social Justice; Truth

This book presents a collection of papers on the lives of urban youths in and out of school. There are 17 chapters in 4 parts. Part 1, "Spaces for Identity Work," includes: (1) "Writing on the Bias" (Linda Brodkey); (2) "Learning to Speak Out in an Abstinence-Based Sex Education Group: Gender and Race Work in an Urban Magnet School" (Lois Weis and Doris Carbonell-Medina); (3) "Raising Resisters: The Role of Truth Telling in the Psychological Development of African American Girls" (Janie Victoria Ward); (4) "Free Spaces Unbound: Families, Community, and Vietnamese High School Students' Identities" (Craig Centrie); (5) "Sheltered 'Children': The Self-Creation of a Safe Space by Gay, Lesbian, and Bisexual Students" (Richard Barry); (6) "Re-Writing/-Righting Lives: Voices of Pregnant and Parenting Teenagers in an Alternative School" (Amira Proweller); (7) "Body Work on Ice: The Ironies of Femininity and Sport" (Sarah K. Carney); and (8) "The House That Race Built: Some Observations on the Use of the Word Nigga, Popular Culture, and Urban Adolescent Behavior" (A.A. Akom). Part 2, "Spaces for Border Crossing," includes: (9) "Before the Bleach Gets Us All" (Michelle Fine, Bernadette Anand, Carlton Jordan, and Dana Sherman); (10) "Aesthetic Safety Zones: Surveillance and Sanctuary in Poetry by Young Women" (Jennifer McCormick); (11) "Teaching Locations" (Nancy Barnes); (12) "Narrative Sites for Youths' Construction of Social Consciousness" (Colette Daiute); and (13) "Pitching, Dancing, and Budget Cuts" (Constance Webster). Part 3, "Spaces of Privilege and Resistance," includes: (14) "Waylaid" (Mindy Thompson Fullilove); (15) "Disturbances of Difference: Lessons from a

(Don Suskind), and the second session was "Teachers and Administrators: Responsible for What?" (Barbara Sizemore). The general session for the second day was: "Schools Must Be Accountable, But for What?" (Mark St. John, Michael Nettles, Susan Phillips, and Ron Brandt). The closing remarks were "Creating a National Dialogue About a Vision for Schools" (Tim Waters). (SM)

ED 451 177   SP 039 855

Henderson, David L.; Henderson, Travis H.
Texas Teachers, Moonlighting, and Morale: 1980-2000.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Multiple Employment; Part Time Employment; Teacher Attitudes; *Teacher Characteristics; *Teacher Salaries; Teachers
IDENTIFIERS- *Texas

This is the eleventh in a series of biannual surveys of Texas public school teachers. The study began in 1980 to form a database of demographic information on Texas teacher characteristics. A sample of teachers was selected using a computerized systematic sample from the 80,000 members of the Texas State Teachers Association. The survey was conducted in February 2000. Questionnaires were mailed to 710 teachers, with a return rate of 43 percent. The average Texas teacher was a 40-year-old female making a $35,178 salary, was married with a working spouse, had a bachelor's degree, was the breadwinner, taught elementary school in an urban district, and had 10 years of experience with 43 percent of her fellow teachers seriously considering leaving the profession. About 42 percent of the teachers worked in the summer making $2,527, and 20 percent moonlighted during the regular school year making $4,720 while working 11.6 hours per week. About 80 percent of the teachers paid health insurance in the amount of $120 monthly. Nearly 80 percent of the teachers believed that moonlighting was detrimental and wanted to quit. (Author/SM)

ED 451 178   SP 039 860

Ridgway, Carolyn
Motivation of Teachers Who Accept Beginning Education Students into Their Classrooms.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperating Teachers; Elementary Secondary Education; Field Experience Programs; Higher Education; Preservice Teacher Education; Student Teachers; *Teacher Attitudes; *Teacher Motivation

This study examined the motivation of teachers hosting preservice teachers in their classrooms during the early stages of preservice training. Preservice teachers from a foundations of education course observed for 4 hours each in elementary, middle, and high school classrooms early in their experience. Later, during a practicum, students spent 100 hours in one classroom. Finally, they completed student teaching. Study data came from: a written survey of participating teachers during

Control of Education" (Michael McKeown, David Klein, and Chris Patterson). (Each chapter contains endnotes.) (SLD)

ED 451 197 TM 032 421

Released Items for the Eighth Grade Mathematics and Science CSAP.
PUB DATE- 00
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Grade 8; Junior High Schools; *Mathematics Tests; *Science Tests; State Programs; Test Construction; *Test Items; Testing Programs
IDENTIFIERS- Colorado; *Colorado Student Assessment Program

This booklet contains released test items from the spring 2000 administration of the eighth grade mathematics and science tests of the Colorado Student Assessment Program. Items are released with the correct answers, and the scoring guide is included for selections from the constructed response portion of the science test. (SLD)

ED 451 198 TM 032 423

Texas Student Assessment Program Student Performance Results, 1998-1999: Statewide and Regional Results. TAAS and End-of-Course Examinations and Other Studies.
PUB DATE- 01
NOTE- 606p.; For the 1997-1998 results, see TM 030 592.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Algebra; Biology; Elementary Secondary Education; English; Reading Tests; Spanish; Tables (Data); Test Format; *Test Results
IDENTIFIERS- *Texas Assessment of Academic Skills; *Texas End of Course Examinations

This report outlines statewide results on the Texas Assessment of Academic Skills (TAAS) for the 1998-1999 academic year. Also included are statewide data from the administration of the Spanish TAAS and the Algebra I, Biology, English II, and U.S. History end-of-course examinations. To allow a broader view of the assessment program's history, 6-year comparisons of the percentage passing rates and the Texas Learning Index data are included. The chapters are: (1) "Executive Summary"; (2) "Assessment Program Overview"; (3) "TAAS Results by Grade Level: Spring 1999"; (4) "End-of-Course Examinations: Spring 1999"; (5) "TAAS and End-of-Course Regional Results"; (6) "A Study of the Correlation of Course Performance and End-of-Course Test Performance on the Algebra I End-of-Course Test"; and (7) "National Comparative Data Study." Sixteen appendixes contain supplemental information and summary reports. (Contains 41 tables.) (SLD)

ED 451 199 TM 032 424

Vanneman, Alan
Long-Term Trends in Student Reading Performance and Long-Term Trends in Student Mathematics Performance and Long-Term Trends in Student Science Performance and Long-Term Trends in Student Writing Performance.
PUB DATE- 98

strongest predictor of low achievement was income as measured by eligibility for free or reduced price lunch. Four appendixes present information about achievement in chart form. (Contains 13 figures.) (SLD)

ED 451 220 TM 032 448

Tyler, Doris
Computer Skills Tests Results: 1999-00. Measuring Up. E&R Report.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; *Computer Literacy; Graduation Requirements; *High School Students; High Schools; Junior High School Students; Junior High Schools; State Programs; Testing Programs
IDENTIFIERS- *Wake County Public School System NC

This document presents results for students in the Wake County Public Schools (WCPSS), North Carolina, on the North Carolina Tests of Computer Skills. In 1991, North Carolina established a computer proficiency requirement for graduation, which is now effective for the class of 2001. Beginning in 1967, eighth graders were to have at least one opportunity to take both of the computer skills tests (multiple choice and performance), with subsequent opportunities during high school as needed. Results reported in this bulletin reflect the status of WCPSS students as of June 2000. Scores are reported by grade level, gender, race/ethnicity, and school. In 1999-2000, passing rates for ninth graders were somewhat lower than those of eighth graders. WCPSS students had a multiple-choice passing rate of 89.4%, a performance passing rate of 89.2%, and an overall passing rate of 86.4%. Approximately 2% of 11th graders had failed to pass the tests by the end of the 1999-2000 school year, and 10% had not yet taken the tests. A slightly higher percentage of females passed the test than males, and passing rates varied by race/ethnicity, with 57.6% of Hispanic students passing the tests and 92.9% of White students passing both tests. A chart presents results by school. (SLD)

ED 451 221 TM 032 449

Banks, Karen E.
Estimating the Impact of the New Promotion/Intervention Policy. Eye on Evaluation. E&R Report.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Policy; Elementary Education; *Elementary School Students; *Grade Repetition; *Intervention; *Low Achievement; Mathematics; Reading; Summer Programs
IDENTIFIERS- North Carolina End of Grade Testing Program; *Wake County Public School System NC

At the end of the 1999-2000 school year, 9,175 students in grades 3-8 in the Wake County Public School System (WCPSS), North Carolina, failed to score at or above grade level on either reading or mathematics, or both sections of the North Carolina End-of-Grade (EOG) Tests. Under the new WCPSS promotion/intervention policy in effect for the 2000-2001 including examples related to the directives for software and databases and the proposal of a directive on the harmonization of copyright. The third section covers expected developments in the area of copyright and "droit d'auteur" management in a digital environment, including modifications related to: the loss of the exception for a private copy; strict control over use; the extension of pay-per-view systems; the domination of contracts; the circumvention of collective management societies; and the development of collective work and weakening of moral rights. (Contains 10 references.) (MES)

ED 450 732 IR 057 988

Beglo, Jo Nordley; Campbell, Cyndie
Artists in Canada: A National Resource.
PUB DATE- 00
NOTE- 9p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981. "Artists in Canada" Web site: http://www.chin.gc.ca.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Artists; Biographies; *Databases; Documentation; Foreign Countries; Information Networks; Museums; Special Libraries; *Union Catalogs; World Wide Web
IDENTIFIERS- Art Libraries; Art Museums; Canada; *Database Development

"Artists in Canada" is a bilingual union list of documentation files on Canadian artists held by the National Gallery of Canada Library and by 22 libraries and art galleries across the country. More than 42,700 artists are represented in "Artists in Canada," with biographical information, as well as locations for files. Originally compiled manually, "Artists in Canada" has been automated since the late 1970s and has been accessible internationally on the World Wide Web since 1995. "Artists in Canada" is also available in print format. A new edition, published in 1999, is a volume of nearly 750 pages. This paper provides an overview of "Artists in Canada." Topics covered include the Canadian context, documentation files, formats, partnership with CHIN (Canadian Heritage Information Network), entries, bibliographic standards, searching capabilities, and future directions. A chronology from the 1920s to 1999 is included. (Contains 13 references.) (Author/MES)

ED 450 733 IR 057 989

Bercovici, Sanda
Diversity of Training versus Diversity of Users: The Z. Aranne Central Education Library Case Study.
PUB DATE- 00
NOTE- 7p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; Foreign Countries; Higher Education; Information Technology; *Instructional Development; Library Collections; *Library

Evolution of the Literary and Knowledge System; (3) The Library in a New Information Environment: Transformation Challenges; (4) Development Strategy: Towards the Hybrid and Digital Library; and (5) Library Policies for Change. (Contains 11 references.) (Author/MES)

ED 450 754 IR 058 010

Evans, Margaret Kinnell
Serving the Needs of Visually Impaired Information Seekers in UK Public Libraries.
PUB DATE- 00
NOTE- 9p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Foreign Countries; *Library Services; Library Surveys; *Public Libraries; *User Needs (Information); Users (Information); *Visual Impairments
IDENTIFIERS- United Kingdom

This paper reports on a 1999 study of services to visually impaired users in United Kingdom (U.K.) public libraries. Data were gathered using a mail questionnaire survey of all U.K. public library authorities: 208 in all, of whom 141 responded. Findings are reported in the following areas: (1) information needs; (2) the context of the provision of information services, including campaigns for accessible information, commercial organizations, access technologies, and European Union initiatives; and (3) information provision through U.K. public libraries, including policy statements, budgetary provision, staffing, partnerships, service evaluation, materials provision, library statistics, equipment, provision and access, and promotion. The conclusion discusses issues that impact on public library services, including fragmentation of resources, as well as exclusion and segregation of visually impaired users. (Contains 15 references.) (MES)

ED 450 755 IR 058 011

Evans, Margaret Kinnell
Quality Management and Self Assessment Tools for Public Libraries.
PUB DATE- 00
NOTE- 11p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Library Administration; *Library Services; Models; *Public Libraries; Quality Control; *Self Evaluation (Groups)
IDENTIFIERS- *Quality Indicators; United Kingdom

This paper describes a two-year study by the British Library Research and Innovation Centre that examined the potential of self-assessment for public library services. The approaches that formed the basis for the investigation were the Business Excellence Model, the Quality Framework, and the Democratic Approach. Core values were identified by library managers, including customer focus, equity in service, an open system,

Lerdsuriyakul, Kulthorn
Telling the Mobile Libraries Story: Collecting the Past To Build a Future.
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Bookmobiles; Foreign Countries; Library Role; *Library Services; *Outreach Programs; User Needs (Information); Users (Information)
IDENTIFIERS- *Mobile Service Delivery; Thailand

This paper discusses mobile libraries in Thailand. Topics addressed include: (1) justification for the mobile library project; (2) the different types of mobile library services (i.e., mobile train, bus, and boat libraries), including the objectives of each type of library; (3) how the mobile services were formed; (4) the uniqueness of mobile services; (5) planning the service for target groups; and (5) approaches to user education through mobile services. (MES)

ED 450 777 IR 058 033

Maeots, Olga
Jewish Heritage in Russian Children's Literature.
PUB DATE- 00
NOTE- 10p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; *Childrens Literature; Foreign Countries; Jews; *Judaism; *Russian Literature
IDENTIFIERS- *Jewish History; Russia; Russian History; *Russian Jews

This paper provides historical background on the Jews in Russia and relates the development of children's literature to historical events and situations such as the discriminatory national policy of Tsarism, the fall of Tsarism and the abolishment of discrimination, the political repression of the 1930s, World War II, and Stalin's anti-Jewish campaign. The work of several authors, including Sholom-Aleichem, Lev Kvitko, and Ovsei Driz, is highlighted. (MES)

ED 450 778 IR 058 034

Mannerheim, Johan
The WWW and Our Digital Heritage--The New Preservation Tasks of the Library Community.
PUB DATE- 00
NOTE- 9p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

stressing that an important factor in our decision-making is how much we trust the authenticity of the information on the Web. (Contains 18 references.) (MES)

ED 450 798 IR 058 054

Verrier, June R.
How To Establish a Parliamentary Research Service: Does One Size Fit All?
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Democracy; Government Libraries; *Information Services; Library Cooperation; Models; Planning; *Research; Research Libraries; User Needs (Information); Users (Information)
IDENTIFIERS- *Legislative Research; *Parliamentary Libraries

This paper provides guidelines for establishing a parliamentary research service. The following steps are described: (1) establish a robust democracy as the context for the parliamentary research service; (2) counter alternatives to a parliamentary research service, e.g., personal staff, party-based research, university contacts, interest groups, Departments of State, and the Internet; (3) negotiate the resource base, i.e., necessary staff and funding to provide anticipated services; (4) examine other models in order to assess which is most appropriate; (5) develop a client-oriented culture; (6) establish an optimum relationship with the parliamentary library; (7) forge strategic links with academics, officials, and interest group representatives; and (8) recruit the best and the brightest analysts. The conclusion offers specific recommendations for building a parliamentary research service. (MES)

ED 450 799 IR 058 067

Wharton, Sarah K.
The Role of Indexing in the Research and Development of Digital Libraries: A Call for Closer Examination of Domain-Specific Indexing and Thesaurus Construction To Improve Access to Digital Libraries.
PUB DATE- 00
NOTE- 35p.; Master of Library and Information Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Electronic Libraries; Indexes; *Indexing; Information Management; Library Automation; *Library Development; Online Searching; *Reference Materials; *Thesauri; Vocabulary

The purpose of this research is to investigate indexing issues that pertain to the development of digital libraries, including: the identification of sublanguage vocabulary; domain-specific indexing; and other indexing tools. Thesauri are needed for digital libraries in order to improve end-user access. To demonstrate the importance of thesauri to digital libraries, a mini-thesaurus will be constructed for the digital

*State Surveys; Tenure; Trend Analysis; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In response to concerns about the high turnover of California community college chief executive officers (CEOs), the California Community College Trustees' (CCCT) board of the League conducted a study to determine the extent of the turnover problem and its possible consequences. In the first phase of the project, information was gathered on chief executive officers from the founding of each college to 1984. In the second phase, a survey was sent to each CEO (including district chancellors, superintendent/presidents, and individual college campus presidents) in the state asking for updated information through 1996. The study's findings indicated that there is no real difference between the annual turnover rate of California CEOs and those in other states (13 percent versus 12 percent annually). The concerns about the high turnover rate that prompted the study may be related to the finding that 1994 and 1995 were higher than average years for turnover. However, the tenure/service length of California CEOs is: (1) lower than that of CEOs in comparable institutions nationwide (4.3 vs. 7.5 years, respectively); and (2) has been declining, indicating a need to look closely at circumstances surrounding CEO retention in California. Contains 16 references. (KS)

ED 450 817 JC 010 191

Finnegan, Mike
Coast Community College District: A Five Year Strategic Plan. Exemplary International Programs.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; *Community Colleges; *Global Approach; *Global Education; *International Programs; *Strategic Planning; Two Year Colleges
IDENTIFIERS- Coast Community College District CA

This document outlines a strategic plan to achieve the central goal of promoting a global consciousness in the Coast Community College District (California) that. Central objectives of the plan are as follows: (1) to develop an educational environment which encourages college faculty, staff, and students to attain the global competence necessary for understanding and communicating with other cultures at all levels; and (2) to develop and promote activities that include, but are not limited to, internationalizing the curriculum, international exchanges and collaboration, programs and events to enhance global consciousness on the campus and in the community. There are seven primary mechanisms that facilitate campus internationalization: internationalization of the curriculum; faculty/staff development; international students and multicultural programs; study, work, and exchange programs; international projects; institutional linkages; and community linkages. Any successful plan must be continually assessed. The first phase of assessment is to be done in two parts: (1) an oral survey of key administrators, faculty, and staff involved in international projects to determine the status of current activities; and (2) a written survey of all district and college personnel to determine the expertise and interest that can be drawn on to implement the plan. (JA)

ED 450 818 JC 010 192

Laurente, ZoAnne; Sheldon, Debra
Report on Local Investments of Partnership Funds: Expenditures for 1998-99 and 1999-00.
PUB DATE- 00
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Educational Planning; Financial Support; State Government; *State School District Relationship; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This Report on Local Investments of Partnership Funds has been created to show how California Community College districts have been using their Partnership for Excellence dollars for the 1998-99 and the 1999-00 fiscal years. Each district's page includes information separated into the six PFE goal areas: (1) Transfer; (2) Degrees and Certificates; (3) Successful Course Completion; (4) Workforce Preparation; (5) Basic Skills; and (6) Other activities which may cover more than one goal. The grand totals from all of the 108 colleges are provided on a statewide summary sheet. The State has appropriated $100 million in 1998-99, $145 million in 1999-00, and $300 million in 2000-01 for the Partnership. Various funding strategies have been employed in response to the perceived stability of the PFE funding. Some colleges have used PFE monies as augmentations to existing core expenditures already targeting the goals; other colleges used the PFE funds as new dollars that can be counted on for sustained programming, including development and implementation on a larger scale. Appendices include Chaptered Legislation on Partnership for Excellence and Survey for Update of Partnership for Excellence "Report of Reports." (JA)

ED 450 839 JC 010 215

General Education Skills Development: An Analysis of Students' General Educational Skills Development at College of DuPage Utilizing Four Rounds of CAAP Scores--Fall 1998, 1999 to Spring 1999, 2000.
PUB DATE- 00
NOTE- 44p.; Research model and analysis were designed and executed by Peter T. Klassen.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Community Colleges; *General Education; *Standardized Tests; *Student Evaluation; Two Year Colleges
IDENTIFIERS- *College of DuPage IL

The report discusses students' general educational skills development and outcomes assessment at College of DuPage (COD)(Illinois). Since one goal of general education assessment was to provide a comparison to other institutions, selection from among three national standardized tests of general skills was undertaken rather than the development of a local college-specific test of competence. College Assessment of Academic Proficiency (CAAP) provided six area-tests that could be aggregated as valid and reliable institution level measurements. The aims of general education are to enable students to understand and appreciate their culture, understand

ED 450 859   JC 010 245

Curtis, John W.
Germanna Community College Transfer Student Success, 1990-99: Revised Tables.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *College Transfer Students; Community Colleges; *Enrollment; Higher Education; Institutional Characteristics; Outcomes of Education; *Student Characteristics; Two Year College Students
IDENTIFIERS- *Germanna Community College VA

This report presents information on students who attended Germanna Community College and applied to one of the public baccalaureate institutions in Virginia between the years of 1990 and 1999. Admission, enrollment, and success after transfer are all analyzed. However, the tables are incomplete because not all colleges submitted the necessary data. Thus, some differences in tables may be due to this lack of information, rather than actual differences in transfer success. Highlights include: (1) 1,384 Germanna students applied to four-year institutions during this ten-year period, including 269 to Virginia Commonwealth University, 227 to James Madison University, and 166 to George Mason University; (2) 90% of these applicants were white, 5.3% were African-American, 2% were Asian, 1.3% Hispanic, and 1.4% "other"; (3) 59.8% of the applicants were female; (4) Virginia Commonwealth University appears to have admitted the highest number of applicants: 211; (5) one year after transferring, 80% (n=125) of the students at Virginia Commonwealth University were in good standing, compared with only 67% (n=76) at George Mason University; and (6) in total, 79% (n=748) of all students who transferred to a four-year institution were in good standing. Where a university code was not provided, "good standing" was defined as a grade point average (GPA) of at least 2.0. (CJW)

ED 450 860   JC 010 246

Curtis, John W.
Germanna Community College Student Outcomes Assessment, 1999-2000: A Progress Report to the Virginia Community College System.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Persistence; *College Outcomes Assessment; *College Transfer Students; Community Colleges; *Developmental Studies Programs; *Enrollment; Two Year Colleges
IDENTIFIERS- *Germanna Community College VA

This report presents the findings from the 1999-2000 Germanna Community College Student Outcomes Assessment. First, remedial education was evaluated through an analysis of placement score and enrollment in developmental courses. Findings from this area include: (1) about 60% of students were recommended for developmental coursework, and only 60% of those students actually enrolled in such courses; (2) students were recommended for math courses more than English courses; and (3) particulate traps have not been proven to decrease risks to children and are available in only a limited number of areas. Funding sources are identified to help public and private schools purchase cleaner alternatives. The report concludes with recommendations for districts, government agencies, and parents. The report's eight appendices include a study protocol, an estimation of potential cancer risk to children in school buses, emissions comparisons for various school bus models, and sample letters for advocacy purposes. Contains 146 end notes. (KB)

ED 450 879   PS 029 203

Sylvester, Kathleen
Listening to Families: The Role of Values in Shaping Effective Social Policy.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 00
NOTE- 35p.; Also sponsored by the Heinz Family Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Child Advocacy; Child Development; Child Rearing; *Children; Day Care; *Family (Sociological Unit); Government Role; Health Insurance; Parent Role; Public Opinion; *Public Policy; *Values; Young Children
IDENTIFIERS- Childrens Health Insurance Program; Family Leave

Noting that the American public's concern for children is shaped by complicated and sometimes conflicting beliefs about family life, this paper examines the policy debates surrounding child care, early childhood development, family leave, and children's health insurance, and analyzes how well advocates have adapted to the new realities. Part 1 of the paper, "Understanding Public Values at the Turn of the Century," discusses how the issue of family values provided the backdrop for social policy discussions in the 1990s and argues that public support for government intervention in families is tempered by suspicion of government programs, by scant support for public expenditures that could increase taxes, and by Americans' distaste for helping the "undeserving" poor. Part 2, "Beyond Compassion: Public Values and Children's Policy in the 1990s," examines the contentious history of the government's role in providing child care, the success of the State Children's Health Insurance Program, the impact of brain development research on views regarding early childhood development and on child advocacy efforts, and the family and medical leave issue. Part 3, "New Strategies Emerge," presents some of the more promising strategies used by child/family advocates to tailor policies to what the public wants, including making problems manageable by defining them down, avoiding false hopes and false crises, focusing on what works, making research and evidence actionable, avoiding absolutes, offering universal solutions to help all families, building unlikely alliances and learning to compromise, and letting parents and communities help set the children's agenda. The concluding section asserts that if children's advocates continue to develop values-based policies and common sense strategies for talking about them, they stand the best chance of lasting success. (Contains 136 references.) (KB)

ED 450 880   PS 029 211

Pulos, Victoria; Denker, Peggy

observation of children's play can allow the interests of the children to inform educational planning, thus ensuring that the needs of the whole child are met. The case studies highlight how observing what children say and do, listening to their conversations, and getting information from their work, all help staff to build up a picture and plan to meet children's individual needs. Each case study is formatted according to the observation cycle: (1) observing and recording; (2) creating opportunities for learning; (3) evaluating the learning; and (4) informing future planning. The topics for the case studies include food preferences, problem solving, encouragement of book use, use of a quiet room, pretend play, book sharing, snack time, transitions, emergent writing, outdoor play, and physical play. (KB)

ED 450 898   PS 029 240

Curriculum Framework for Children 3 to 5.
PUB DATE- 99
NOTE- 61p.; For related guides, see PS 028 472-473 and PS 029 234-243.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Childhood Needs; Developmental Stages; Foreign Countries; *Individual Differences; *National Curriculum; Preschool Children; *Preschool Curriculum; *Preschool Education; School Readiness; *Student Evaluation; Student Needs
IDENTIFIERS- Scotland

Recognizing the valuable early learning experiences that children encounter at home or in various preschool settings, this guide presents a curriculum framework for children aged 3 to 5 years in Scottish early years settings. The guide extends the advice offered in "A Curriculum Framework for Children in Their Pre-School Year" and provides additional advice for practitioners on the learning and developmental needs of younger children, and guidance on effective approaches to the curriculum for children as young as 3. Section 1 of the guide, "The Importance of Pre-School Education," delineates the underpinnings of a quality preschool experience, presents proposed aims of preschool education, discusses how play contributes to children's learning, examines the needs of younger children in educational settings, and presents considerations for practitioners as they implement the curriculum framework. Section 2, "Key Aspects of Children's Development and Learning," examines five key areas of child development and learning: (1) emotional, personal, and social development; (2) communication and language; (3) knowledge and understanding of the world; (4) expressive and aesthetic development; and (5) physical development and movement. This section also delineates educational objectives, and presents numerous examples from practice and questions for staff reflection. Section 3, "Promoting Effective Learning," examines the roles and responsibilities of adults in organizing for children's learning and the assessment process--presented as facilitated by teacher reflection and comprised of planning, observation, and assessment during staff interaction, as well as recording, reporting, and evaluation. Section 4, "Children as Individuals," addresses working with home and families, taking account of special educational needs, fostering equal opportunities, collaborating with other agencies, and supporting transitions. (KB) growth and stability of school-based health centers (SBHCs). State and local elected officials offered detailed accounts of how public support for a growing network of centers has been built in their localities. Public officials as well as private representatives from several hospital and health care systems discussed their successes and failures in designing funding strategies to sustain centers for the long term. This paper, inspired by and based in large part on the workshop proceedings, examines the political and funding strategies that have laid a foundation for continued expansion of the centers. (Author/EV)

ED 450 918 PS 029 260

Bogardus, Frank, Ed.; Chavis, Karen, Ed.; Donohue, Patti, Ed.; McLain, Ford, Ed.; Rider, Renee, Ed.
New York State Touchstones/KIDS COUNT 2000 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 244p.; No Data Book was published in 1999; for 1998 Data Book, see ED 428 838.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Alcohol Abuse; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Safety; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Foster Care; Higher Education; Incidence; Infant Mortality; Infants; Mathematics Achievement; Mortality Rate; Poverty; Reading Achievement; *Social Indicators; State Surveys; Statistical Surveys; Student Educational Objectives; Substance Abuse; Tables (Data); *Trend Analysis; Unemployment; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; *New York; New York (New York); Sexually Transmitted Diseases

This KIDS COUNT data book examines trends in the well-being of New York's children. The statistical portrait is based on six general areas of children's well-being: (1) economic security; (2) physical and emotional health; (3) education; (4) citizenship; (5) family; and (6) community. Following an introductory section which describes the features and functionality of touchstone goals and objectives, the first section provides data for each of the following individual indictors: (1) child poverty; (2) children in families receiving food stamps; (3) children in families receiving public assistance; (4) children in families receiving supplemental security income; (5) births to teens; (6) prenatal care; (7) child death; (8) hospitalization due to asthma; (9) hospitalization due to self-inflicted injury; (10) hospitalization due to unintentional injuries; (11) infant mortality; (12) low birth weight rates; (13) sexually transmitted diseases; (14) dropout rates; (15) intent to enroll in college; (16) recipients of Regent's diplomas; (17) pupil evaluation program test scores; (18) students with limited English proficiency; (19) arrests for property or violent crimes; (20) arrests for drug use; (21) DWI arrests and accidents; (22) hospitalizations resulting from assault; (23) juveniles in need of supervision; (24) children in foster care; (25) child abuse reports; (26) births to women without insurance; (27) firearm related crime; (28) property and violent index crimes; and (29) resident civilian unemployment.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; Child Rearing; Classroom Environment; *Early Childhood Education; Educational Environment; *Parent Child Relationship; Parent Education; Parent Participation; Parent School Relationship; *Parent Workshops; Parents as Teachers; Preschool Curriculum; *Teacher Student Relationship
IDENTIFIERS- Daily Routines; *High Scope Model

Fourth in a series designed to provide early childhood educators with ideas and strategies for applying High/Scope principles, this idea book focuses on working with the parents of young children and presents 30 one-hour parent workshops in five areas. The book's introduction presents guiding principles for working with adult learners, discusses how the workshops reflect the High/Scope preschool curriculum, offers basic workshop presentation tips, and details the structure for each workshop. Each workshop is presented in the same format, listing intended goals, needed materials, introduction and interactive opening activity, central ideas for discussion, scenarios for reflection and application of ideas, and follow-up plans. The five areas covered by the workshops are: (1) active learning; (2) daily routine; (3) learning environment; (4) adult-child interaction; and (5) special topics, including traveling with children, toy selection, family rules, and parental teamwork. (KB)

ED 450 936   PS 029 283

Vogel, Nancy
Making the Most of Plan-Do-Review. The Teacher's Idea Book 5.
PUB DATE- 01
NOTE- 262p.; For Teacher's Idea Book 4, see PS 029 282.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; Class Activities; *Classroom Techniques; *Early Childhood Education; Educational Games; Learning Activities; Parent Participation; *Teacher Student Relationship
IDENTIFIERS- Daily Routines; *High Scope Model

Fifth in a series designed to provide early childhood educators with ideas and strategies for applying High/Scope principles, this idea book focuses on the plan-do-review process. Chapter 1 of the book describes the components of the plan-do-review process and explains its importance, discusses how the process fits into the daily routine, and considers how it carries over into other parts of children's lives. Chapters 2 through 4 each focus on one aspect of the process, discuss the learning processes involved in plan-do-review, provide suggestions for supporting children during each phase of the process, and answer commonly asked questions about each phase. Chapter 5 examines how to implement and maintain the plan-do-review process in early childhood classroom, center, or home-based settings. Chapter 6 explores ways to involve parents in the plan-do-review process. Chapter 7 provides ideas for planning and recall games and experiences. Four appendices provide sample materials for a parent meeting, parent notes explaining plan-do-review and encouraging the process at home, and applications and enrollment for state health insurance programs, this issue brief is the first in a series to examine some of the innovative methods used to offer more children affordable health care. The brief presents a rationale for coordinating children's health insurance with the National School Lunch Program, including the similarity between children eligible for the two programs. The brief also describes the National School Lunch Program (NSLP) and how it operates, including application requirements. Some pitfalls are identified in coordinating the two programs, such as issues related to confidentiality, program differences in definitions of household income, immigration status and eligibility, program differences in the amount of information needed, and additional administrative costs. The brief then describes the guidance provided by the United States Department of Agriculture about coordinating the NSLP and children's health insurance and describes actions of Colorado, Illinois, and Washington in coordinating the programs. The early lessons learned about successfully coordinating school lunch and children's health insurance are identified and related to school meal application forms, school activities, and Medicaid/CHIP agency activities. (Contains 15 endnotes.) (KB)

ED 450 953   PS 029 303

McClellan, Diane E.; Katz, Lilian G.
Assessing Young Children's Social Competence. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behavior Patterns; *Evaluation Criteria; Individual Development; *Interpersonal Competence; Peer Relationship; Personality; Social Development; Teacher Role; *Young Children
IDENTIFIERS- ERIC Digests

During the past two decades, a convincing body of evidence has accumulated to indicate that unless children achieve minimal social competence by about the age of 6 years, they have a high probability of being at risk into adulthood in several ways. This digest presents a checklist of attributes of child social behavior that teachers are encouraged to examine every 3 or 4 months. The checklist is intended as one of variety of ways the social well-being of children can be assessed. The attributes indicate adequate social growth if they characterize the child's "usual" behavior. The attributes include individual characteristics, such as positive mood and capacities for empathy and humor; general social skills, such as gaining access to groups at play and work, taking turns fairly and easily, and not drawing inappropriate attention; and peer relationship attributes, such as acceptance rather than neglect or rejection by peers. The digest includes suggestions for teachers for observing and monitoring interactions and cautions awareness of what is appropriate and effective behavior for individual cultures. Contains 14 references. (HTH)

ED 450 954   PS 029 304

Questions about Brain Development = Preguntas sobre el desarrollo del cerebro.

IDENTIFIERS- *Program Characteristics

Primary support programs may be identified as programs, places, and activities beyond schools that are available to and appropriate for all children and their families and that supplement the family's own capacity to promote its children's safe and healthy development. This report examines 77 quality youth-serving programs that provide some segment of their programming for youth in poor communities. Information on these programs was obtained through interviews with the directors of the programs. The report is presented in three sections. Section 1 discusses the role and importance of primary supports, describes the study, and explores the significant commonalities among the programs studied. Section 2 analyzes the interviews with program directors and explores the content, goals, and strategies of the programs. Programs are grouped in six categories: (1) performance and self-expression; (2) recreation; (3) self-enhancement; (4) educational enrichment and career exploration; (5) citizenship development; and (6) comprehensive service programs. Section 3 examines the benefits offered by primary support programs in general and highlights the challenges they confront. Recommendations for further study are offered. The report concludes by asserting that good youth-serving programs have the potential to help youth master new competencies, explore new horizons, develop social responsibility, and prepare for adulthood. If such programs happen to discourage negative behaviors, this is a desirable by-product. Profiles of the programs participating in the study are appended. (Contains 15 references.) (KB)

ED 450 972 PS 029 326

Dickinson, David K., Ed.; Tabors, Patton O., Ed.
Beginning Literacy with Language: Young Children Learning at Home and School.
PUB DATE- 01
NOTE- 409p.; Foreword by Sue Bredekamp.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Early Childhood Education; *Emergent Literacy; Family Environment; Family School Relationship; Kindergarten; *Language Acquisition; Longitudinal Studies; *Parent Child Relationship; Parent Influence; Parent School Relationship; Parents as Teachers; Teacher Influence; *Teacher Student Relationship; *Vocabulary Development; *Young Children

Based on findings of the Home-School Study of Language and Literacy Development, this book examines the relationship between early parent-child and teacher-child interactions and children's kindergarten language and literacy skills. Participating in the study were more than 70 young children from diverse backgrounds whose home and school environments were studied when the children were ages 3, 4, and 5. The book is presented in three sections, each prefaced with introductory information: supporting language and literacy development in the home, supporting language and literacy development in the preschool classroom, and bringing homes and school together. The chapters are: (1) "Language Development in the Preschool Years" (Catherine E. Snow, Patton O. Tabors, and David K. Dickinson); (2) "Parents and Children Reading Books Together" (Jeanne M. DeTemple); (3) "Playing at Home: The Talk of Pretend Play" (Jane R. Katz); (4) "Eating and Reading: Links between Family Conversations with Preschoolers and Later Language and Literacy" (Diane E. Beals); (5) "'You Know What Oxygen Is?': Learning New Words at Home" (Patton O. Tabors, Diane E. Beals, Additional programs, whose relevance may be limited to a small audience, can be found in a special section. The final section presents general information resources, including the Consumer Information Center and Catalog, the National Agricultural Library Information Resource Centers, and the USDA Rural Development Offices. (TD)

ED 450 989 RC 022 834

A Demographic Profile of Pennsylvania's Rural Women.
PUB DATE- 00
NOTE- 7p.; Research conducted by Gretchen Cornwell.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demography; *Educational Attainment; Employed Women; Employment Patterns; Feminization of Poverty; Income; One Parent Family; *Rural Urban Differences; *Rural Women; *Sex Differences
IDENTIFIERS- *Pennsylvania

Pennsylvania has the largest rural population in the nation, and more than 50 percent of this population is female. Overall, Pennsylvania's rural women are doing well in education, family life stability, and health, relative to comparison groups of rural men and urban women and men. Educational attainment is greater among urban women and men, but less among rural men. Rural men are less likely to complete high school than rural women. About 65 percent of rural graduating seniors plan to continue their education, compared to about 74 percent of urban students. More rural females intend to obtain postsecondary education than rural males. Rural women are more likely to be married than any other comparison group, and there are fewer rural female-headed households than urban female-headed households. Birth, death, and breast cancer rates are lower for rural women than urban women. Specialized health care is limited in some counties. Women, particularly rural women, are much less likely to be arrested for a crime than men. Rural women are not faring as well economically as the comparison groups. Employment rates are slightly higher for urban men and women, and more urban workers are in executive, managerial, and professional specialty jobs than rural workers. Rural women are much more likely than any other group to live in a household with an income of less than twice the poverty threshold. In many rural counties, women's entrance into the labor force could be constrained by the lack of child care. (TD)

ED 450 990 RC 022 835

Inside Rural Pennsylvania: A Statistical Profile.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demography; *Educational Attainment; Employment Patterns; *Health Services; Housing; Income; Local Government; Poverty; Rural Areas; Rural Economics; *Rural Education; *Rural Population; *Rural Urban Differences; Tables (Data)
IDENTIFIERS- Infrastructure; *Pennsylvania

Graphs, data tables, maps, and written descriptions give a statistical overview of rural Pennsylvania. A section on rural demographics covers population changes, racial and ethnic his or her performance there. Formal education in the school is only one form of education within a community of practice and is not viewed as the most critical. With respect to vocational preparation and community values, what is learned at home, in the workplace, and within the social relations of the community is viewed as most important. What is learned in the school has much to do with values, and these values are continuous with other forms of learning in the community so that the border between school and community life is a permeable one. By situating the process of formal schooling within the community of practice, the Old Order Mennonites ensure that education is continuous with practice. (TD)

ED 451 807   RC 022 863

Assessing Student Work.
PUB DATE- 01
NOTE- 51p.; An adaptation of a previous "Assessment Monograph" published in October 1999 under the leadership of Vito Perrone. Polly Ulichny completed much of the research and writing of the original document, and Carla Fontaine contributed to the text through her work with teachers in rural Trust Sites. Lisa Rowley provided editing for this revised notebook.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alternative Assessment; Elementary Secondary Education; *Evaluation Methods; Performance Based Assessment; *Portfolio Assessment; Relevance (Education); *School Community Relationship; *Scoring Rubrics; Service Learning; *Student Evaluation; Student Projects
IDENTIFIERS- *Place Based Education; Sense of Community

Rural Trust schools and communities embrace an education that values what is unique to a particular place in an effort to promote mutual school and community well-being. This local focus engages students academically, pairing real world relevance with intellectual rigor. It also develops skills that promote citizenship, such as decision making, planning, public presenting, and valuing of local culture. These skills are best displayed through long-term projects in community-based work with a public purpose and audience. Assessment practices compatible with such project-oriented learning are those in which students actually do something: construct answers, perform critical tasks, and create a product of value. In the face of increased calls for accountability, assessments are needed that capture the place-based learning of Rural Trust students more adequately than standardized tests. This guide describes alternative assessment strategies, practical steps to take in constructing them, and specific examples from various school communities. Part 1 presents background, definitions, and rationale for alternative assessments, which include performance, authentic, and exhibition assessment. Part 2 discusses steps and samples for constructing alternative assessments. Part 3 covers portfolio assessments. Part 4 discusses tracking student progress with alternative assessments. Three appendices present resources for developing instructional and educational goals, Alaska Rural Systemic Initiative Tools, and assessing nonacademic performance skills. (Contains 18 references.) (TD)

ED 451 808   RC 022 864

Instruction; Older Adults; *Parent Role; School Role; Teacher Role
IDENTIFIERS- Alaska

These guidelines offer suggestions for strengthening Alaska's indigenous languages. The guidelines aim to provide assistance to the local language advisory committees created under Senate Bill 103, that are responsible for making recommendations about the future of the heritage language in their community. The underlying theme is that heritage languages must be used in daily activities in the home and community so that they are transmitted and acquired naturally. Schools serve a supportive role by providing appropriate language immersion programs that strengthen the language used in the community. Throughout this document, Elders are recognized as the primary source of language expertise and cultural knowledge. Guidelines are presented for Native elders, parents, aspiring language learners, Native communities and organizations, educators, schools, education agencies, linguists working with Native communities, and media producers. In addition, general recommendations are offered to federal and state agencies, school districts, tribal colleges, Native organizations, and linguists to support the effective implementation of the guidelines. (SV)

ED 451 026 RC 022 919

St. Charles, Joe; Costantino, Magda
Reading and the Native American Learner. Research Report.
PUB DATE- 00
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; American Indians; Classroom Communication; Cognitive Style; *Cultural Differences; *Culturally Relevant Education; Dialects; *Educational Strategies; Elementary Secondary Education; Federal Indian Relationship; Reading Achievement; *Reading Instruction; Resistance (Psychology)
IDENTIFIERS- *American Indian Students; *Native Americans

Intended as a resource for mainstream teachers, this document summarizes current research on effective ways for teachers to meet the educational needs of American Indian students in public schools. The first section discusses the history of U.S. governmental intervention in American Indian education, which influences how some American Indians view schools today. The second section examines current research and theory concerning Indian students' relatively low academic success. Cultural difference theory focuses on discontinuities between the cultures and languages experienced by students at home and in school, differences in learning styles, and resulting classroom miscommunication. The macrostructural explanation suggests that "involuntary minorities" such as American Indians interpret sociolinguistic discontinuities in school as institutional discrimination and view the standard language and behavior practices of the school as detrimental to their own group's culture and identity. The third section briefly discusses nonstandard forms of "Indian English." The fourth section addresses classroom implications. Teachers may adapt instruction to support a broad range of learning styles through strategies such as cooperative learning, multisensory instruction, and increased holistic emphasis. Teachers may also learn about their students' languages and cultures, address oppositional identity by integrating multicultural perspective materials such as wires, batteries, magnets, and plastic drinking cups and straws. The first activity evaluates the relationship between electric flow and the magnetism that is produced from that flow. Other activities have students build an electric motor and explore the concept of magnetic interaction, the force behind the workings of modern day electric motors that turn CDs, computer disk drives, and thousands of other devices. This book also incorporates sciLINKS, an innovative National Science Teachers Association (NSTA) resource that provides a link to key Web pages that compliment the activities. The book also incorporates maps from "The Atlas of Science Literacy" and Project 2061 from the American Association for the Advancement of Science (AAAS). These maps help teachers identify a framework for where a student is in terms of standards-based learning goals. (SAH)

ED 451 051   SE 064 610

Dig In! Hands-On Soil Investigations.
SPONS. AGENCY- Natural Resources Conservation Service (USDA), Washington, DC.
PUB DATE- 01
NOTE- 152p.; For grades K-4.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Ecology; Elementary Education; *Lesson Plans; *Science Activities; Science Instruction; *Soil Science; Water; Wind (Meteorology)
IDENTIFIERS- *Erosion; National Science Teachers Association

This guide is geared toward K-4 science teachers, supervisors, and environmental educators. The guide seeks to promote a better understanding and appreciation of soil. Students explore the land around them as they investigate the origins of soil and how it benefits our ecosystems and environment and discover the various habitats characterized by different soil types. This takes the form of an imaginary voyage into the desert, forest, mountains, prairie, and wetlands to determine what kinds of plants and animals are native there. Students also simulate rain and wind to observe the monumental effects these natural elements have on land. Students learn that wind and water erosion can cause pollution in their air and water, and can even cause agricultural destruction. A special feature is the incorporation of sciLINKS, an innovative National Science Teachers Association (NSTA) resource that provides a link to key Web pages that compliment the activities. The book incorporates maps from "The Atlas of Science Literacy" and Project 2061 from the American Association for the Advancement of Science (AAAS). These maps help teachers identify a framework for where a student is in terms of standards-based learning goals. (SAH)

ED 451 052   SE 064 611

Sauerteig, Judy
Science To Go: Fact and Fiction Learning Packs.
PUB DATE- 01
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary Education;

contains a brief summary of the methods and tools described in the book. (SAH)

ED 451 075 SE 064 643

Hill, Linda D.
Connecting Kids: Exploring Diversity Together.
PUB DATE- 01
NOTE- 178p.; Foreword by Rick Scott.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; *Cultural Differences; *Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; Foreign Countries; *Games
IDENTIFIERS- *Cultural Studies

This book aims to show a way to guide children from different backgrounds to include each other in an atmosphere of safety, equality, choice, and fun. All of the cooperative games, creative activities, and nature experiences are organized according to 20 connecting skills that are especially important for learning to be welcoming and welcomed. This book is designed to be an educational, inspirational, practical, and fun guidebook. Information is presented on pages on the right and is illustrated on pages on the left by a scrapbook collection of stories and creative memorabilia. (SAH)

ED 451 076 SE 064 644

Beals, Kevin; Willard, Carolyn
Environmental Detectives. Grades 5-8. Teacher's Guide.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 01
NOTE- 255p.; Also funded by the Carnegie Corporation of New York.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acid Rain; *Environmental Education; *Inquiry; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Pollution; Science Activities; Science Process Skills

This book uses a detective approach to teach about environmental issues. Student sleuths investigate many potential causes of fish dying including chlorine pollution, acid rain, erosion and sediment pollution, predator-prey relationships, phosphate pollution and algal blooms, and oil pollution. The text provides students the opportunity to grapple with complex, interdisciplinary scientific problems. They hear statements of various suspects in a crime, then study and discuss reference materials including records, newspaper articles, charts, graphs, and even secret documents to integrate all of this information with their own test results. Placing science learning in a real world context, the book conveys solid scientific content and research-related inquiry skills. Students become aware of the interconnectedness of the natural world and the complexity of many environmental problems. They discover that science and society are inextricably linked and that most solutions require compromise. Step-by-step instructions, assessment suggestions, literature connections, and background information for the teacher are also included. (SAH)

Viet Nam's average annual population growth rate is 2.6%, which accounts for a large youth population: 37.7% of the total population is under age 15, compared with an average of 20% in developed or newly industrialized countries. A free basic education for all children is almost impossible to provide. With consideration of the Vietnamese people's culture and heritage and the nation's traditional political organization, this paper proposes some approaches toward a new educational system based on a new theory of education which blends Eastern classical philosophy with Western schools of thought, from the Enlightenment period to John Dewey and Paulo Freire to critical theory and Michel Foucault's and the postmodernists' works. Following an overview, the paper's arguments involve a comparison of Viet Nam's educational system with countries of similar population. Following methods selected from the comparative education field, the paper focuses on the eight steps Brian Holmes (1965) suggests in drawing on Deweys's problem solving. It proposes a solution based on the researcher's observations and on study of the achievements of Sri Lanka, the Philippines, and Turkey. Contains 8 tables, 10 notes, and 58 references. (BT)

ED 451 097 SO 032 612

Mullinix, Bonnie B.
Weaving a Tapestry of Partnership: Images, Lessons and an Emerging Model from Southern Africa.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). "Under the sponsorship of the SIG--Education in Africa and the Caribbean."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; *Developing Nations; Foreign Countries; International Education; Models; *Nongovernmental Organizations; *Partnerships in Education
IDENTIFIERS- *Africa (South); Configurational Approach; *Model Development; Transdisciplinary Approach

This paper explores a model of partnership development that emerges from five years of experience grounded in the Southern African context. The model incorporates a continuum of configurations linked to nine critical dimensions: Focus of Interaction; Activities/Projects/Programs; Time and Orientation; Benefit; Trust and Respect; Organizational Structures; Organizational Strategies and Information Access; Locus of Influence; and Written Agreements or Contracts. While this model emerges from practical experience working in "partnership" arrangements with over 120 nongovernmental organizations (NGOs) in various parts of Africa, the paper reflects on the transdisciplinary aspect of partnership and compares key characteristics of partnership found in various disciplines. In addition, composite partnerships are described based on the analysis of the case experiences that informed the development of the model. Ultimately, the possible application of this model of partnership to international and domestic educational endeavors is addressed. Contains a figure of the emerging model and 16 references. (BT)

ED 451 098 SO 032 613

The state of Colorado has set forth five content standards for music education in its public schools: (1) students sing or play on instruments a varied repertoire of music, alone or with others; (2) students will read and notate music; (3) students will create music; (4) students will listen to, analyze, evaluate, and describe music; and (5) students will relate music to various historical and cultural traditions. Suggested grade level expectations are listed for each standard in each grade, K-8, and are listed collectively for grades 9-12. The booklet provides a 3-item general bibliography; a 17-item bibliography for general music K-12; a 14-item bibliography for vocal music K-12; and a 14-item bibliography for instrumental music. (BT)

ED 451 119   SO 032 640

Colorado Model Content Standards for Dance: Suggested Grade Level Expectations.
PUB DATE- 00
NOTE- 17p.; For Colorado's Content Standards for Music, see SO 032 639; for Colorado's Content Standards for Visual Arts, see SO 032 641.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Dance; *Dance Education; Elementary Secondary Education; Public Schools; *State Standards; Student Development; Student Educational Objectives
IDENTIFIERS- *Colorado

The state of Colorado has set forth six content standards for dance education in its public schools: (1) students will understand and demonstrate dance skills; (2) students will understand and apply the principles of choreography; (3) students will create, communicate, and problem solve through dance; (4) students will understand and relate the role of dance in culture and history; (5) students will understand the benefits of dance for lifelong fitness; and (6) students will understand the relationships and connections between dance and other disciplines. Grade level expectations are listed for each standard for each grade, K-12. (Provides an extensive glossary of relevant dance education terms.) (BT)

ED 451 120   SO 032 641

Colorado Model Content Standards for Visual Arts: Suggested Grade Level Expectations.
PUB DATE- 00
NOTE- 26p.; For Colorado's Content Standards for Music, see SO 032 639; for Colorado's Content Standards for Dance, see SO 032 640.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Art Activities; *Art Education; Elementary Secondary Education; Public Schools; *State Standards; Student Development; *Visual Arts; *Visual Learning
IDENTIFIERS- *Colorado

The state of Colorado has set forth five content standards for visual arts education in its public schools: (1) students will recognize and use the visual arts as a form of communication; (2) students will know and apply elements of art, principles of design, and sensory and expressive features of visual arts; (3) students will know and apply visual arts materials, tools,

The Knowledge of Legal Issues Needed by Teachers and Student Teachers.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Civil Rights; Court Litigation; Educational Legislation; Elementary Secondary Education; Equal Education; Federal Legislation; Higher Education; *Legal Problems; Legal Responsibility; Preservice Teacher Education; Public Schools; *School Law; Student Teachers; Teacher Responsibility; Teacher Rights; Torts
IDENTIFIERS- Eighth Amendment; First Amendment; Fourteenth Amendment; Fourth Amendment; *Legal Rights

For public school student teachers and teachers, many situations can result in judicial proceedings. Educators must understand requirements mandated upon them by the country's courts and legislatures. Student teachers must learn about the numerous legal issues possible in order to protect themselves against becoming involved in court cases. The number of lawsuits in education is on the rise. Research shows that teachers consider legal issues the third most essential area of teacher preparation. However, few teacher preparation programs offer undergraduate courses in educational law, and few studies detail legal issues that student teachers must know. This article summarizes common situations that occur in schools and related legislation, including: the Fourteenth Amendment, which provides equal protection of the law or due process; the First Amendment, which protects the right of free speech, freedom of religion, the right to assemble, and prohibition of establishment of a religion by a government body; the Fourth Amendment, which protects people from unreasonable search and seizure; the Eighth Amendment, which protects individuals against cruel and unusual punishment; the Education for All Handicapped Children Act of 1975; the Civil Rights Act; the Family Educational Rights and Privacy Act; and compulsory attendance statutes. (Contains 17 references.) (SM)

ED 451 140   SP 039 807

Miller, Pamela
Learning Styles: The Multimedia of the Mind. Research Report.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; *Diversity (Student); Elementary Secondary Education; Higher Education; Learning Modalities; Multiple Intelligences; Teaching Methods; Teaching Styles
IDENTIFIERS- Learning Styles Inventory; Myers Briggs Type Indicator; Visual Auditory Tactile Kinesthetic Approach

Research shows that student motivation and performance improves when instruction is adapted to student learning preferences and styles. Educators have a responsibility to understand the diversity of their students and to present information in a variety of ways in order to accommodate all learners' preferences. Several learning styles theories have been

Boys' School" (Michael C. Reichert); and (16) "'La Cultura Cura': Cultural Spaces for Generating Chicana Feminist Consciousness" (Aida Hurtado). Part 4, "Reimagining Public Spaces," includes (17) "Lives Spaces, Shared Spaces, Public Spaces" (Maxine Greene). (SM)

ED 451 159   SP 039 833

Zeni, Jane, Ed.
Ethical Issues in Practitioner Research. Practitioner Inquiry Series.
PUB DATE- 01
NOTE- 186p.; Foreword by Susan Lytle.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accountability; *Action Research; College School Cooperation; *Educational Research; Elementary Education; *Ethics; Higher Education; Partnerships in Education; *Teacher Researchers; Urban Schools

This collection of papers examines the hidden risks that teacher researchers may face in action research. There are 12 papers in three parts. Part 1, "School-Based Researchers," includes: (1) "Drafting Ethical Guidelines for Teacher Research in Schools" (Marian M. Mohr); (2) "'Tuesday Night' Revisited: Learning to Survive" (Leslie Turner Minarik); (3) "Coming to Know My Place" (Wanda C. Clay); (4) "Teacher Research: A Wolf in Sheep's Clothing" (Linda Hajj); and (5) "Who Owns the Story? Ethical Issues in the Conduct of Practitioner Research" (Cathy Beck, Laura DuPont, Lori Geismar-Ryan, Linda Henke, Kathryn Mitchell Pierce, and Catherine Von Hatten). Part 2, "University-Based Researchers," includes: (6) "'A Root Out of a Dry Ground': Resolving the Researcher/Researched Dilemma" (Sharon Shockley Lee); (7) "Action Research on Action Research: Emancipatory Research or Abuse of Power? (Sally Barr Ebest); (8) "The Ethics of Accountability in Action Research" (Owen van den Berg); and (9) "When Evaluation Turns Sour: Quandaries of the Individual Case" (Louis M. Smith). Part 3, "Collaborative School-University Research," includes: (10) "The Ethics of Cultural Invisibility" (Jane Zeni, Myrthe Prophete, Nancy Cason, and Minnie Phillips); (11) "Insiders and Outsiders: Perspectives on Urban Action Research" (Jacquelyn C. Harris, Michael Lowenstein, and Rosalynde Scott); and (12) "Negotiating Two Worlds: Conducting Action Research Within a School-University Partnership" (Marilyn M. Cohn and Suzanne Kirkpatrick). An epilogue offers "A Guide to Ethical Decision Making for Insider Research" (Jane Zeni). (SM)

ED 451 160   SP 039 834

Wells, Gordon, Ed.
Action, Talk, and Text: Learning and Teaching through Inquiry. Practitioner Inquiry Series.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cooperative Learning; Discovery Learning; Discussion (Teaching Technique); Elementary Secondary Education; *Inquiry; Learning Strategies; Questioning Techniques; Science Education; Student Research; Teaching Methods

fall 1999 (which asked about why they were willing to host education students); fall 1999 placement records from the field experience coordinator; and interviews with an administrator and a college faculty member who supervised student teachers. The administrator and faculty member commented on differences in motivation between host teachers and cooperating teachers. While there were many similarities between host teachers and cooperating teachers concerning why they were willing to host preservice teachers, there were also significant differences. Most teachers were willing to accept either foundations or practicum students. Many liked having student teachers because of having another adult to help. Most teachers had student-centered reasons for hosting students. Requests for practicum students were most common. Many more elementary than secondary teachers were willing to host students. (SM)

ED 451 179   SP 039 862

Bastick, Tony
Subjectivist Psychology: An Affective-Constructivist Pedagogy.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the Western Psychology Association (79th, Irvine, CA, April 29-May 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Psychology; *Constructivism (Learning); Grade 7; Junior High Schools; Mathematics Education; Student Empowerment; Teaching Methods

This paper describes subjectivist psychology, discussing its use for guiding teaching and learning. Subjectivist psychology focuses on joint cognitive and affective experiences of learning. It describes the natural affective-cognitive enculturation processes that children experience in learning the skills, understandings, and values of their society. These affect-laden processes of enculturation are transplanted to the constructivist classroom where they become the teaching techniques of the subjectivist teacher. The paper focuses on: constructivism as a cognitivist theory of knowledge; affective multipliers of learning; subjectivism; enculturation and empowerment (the two aims of subjectivism); and design of surface purpose activities. It examines three affective-structuring techniques that are used to design surface purposes (the emotional anchor, the motivator, and the cognitive direction). The paper illustrates the main principles of subjectivist psychology by reported examples of subjectivist teaching in a 7th-grade mathematics class. It presents two surface purpose activities to illustrate applications of subjectivism, both of which teach aspects of circles. The first activity is to revise the names of parts of a circle. The second activity is to appreciate the curvatures of circles. (Contains 44 references.) (SM)

ED 451 180   SP 039 863

Freytag, Cathy E.
Teacher Efficacy and Inclusion: The Impact of Preservice Experiences on Beliefs.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (24th, New Orleans, LA, February 1-3, 2001).

NOTE- 18p.; Sheida White co-authored Volume 3, Number 1.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Gains; Age Differences; Educational Trends; Elementary Secondary Education; *Mathematics Achievement; Mathematics Tests; *National Competency Tests; National Surveys; Racial Differences; *Science Achievement; Science Tests; *Standardized Tests; *Writing Achievement; Writing Tests
IDENTIFIERS- Fact Sheets; *National Assessment of Educational Progress

This document contains four issues of "NAEPfacts," a report series about the National Assessment of Educational Progress (NAEP). Issue 1 discusses data from the NAEP 1996 Long-Term Reading Assessment, which shows that overall student reading performance has increased for both 9- and 13-year-olds. Issue 2 reports that data from the NAEP 1996 Long-Term Mathematics Assessment show a positive linear trend for all three age groups studied since the first assessment in 1973, indicating improving scores over time. All subgroups, including Blacks and Hispanics, showed positive linear trends as well, at all three age groups. Issue 3, "Long-Term Trends in Student Science Performance," reports that data from the NAEP 1996 Long-Term Trend Science Assessment show mixed results since the first assessment. Scores for all three age groups studied fell and then rose. Both 9- and 11-year-olds showed an overall increase, but 17-year-olds showed an overall decline. Scores for Whites were higher than scores for Blacks and Hispanics for all three age groups, although scores for 9- and 13-year-old black students did improve, both absolutely and in comparison with white students. Males aged 13 and 17 had higher scores that female students. The focus of issue 4, "Long-Term Trends in Student Writing Performance," is on data from the 1996 Long-Term Trend Writing Assessment that show a decline in scores for grade 11 students over the period from 1984 to 1996. Scores for students in grades 4 and 8 remained unchanged. White students continued to have higher scores than both Blacks and Hispanic students in all three grades, and female students continued to have higher scores than males at all three grades. (SLD)

ED 451 208   TM 032 426

Christmann, Edwin P.; Badgett, John L.
A Meta-Analytic Comparison between the Assigned Academic Achievement Levels of Students Assessed with Either Traditional or Alternative Assessment Techniques.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Educational Assessment; Effect Size; Elementary Secondary Education; *Meta Analysis; *Student Evaluation
IDENTIFIERS- *Alternative Assessment

A meta-analysis was conducted to determine whether there were differences between the assigned academic achievement levels of students who were assessed with traditional methods of assessment and those who were assessed with alternative methods. From the more than 800 studies identified through literature searches, 7 studies, with a total of 5,028 student school year, such students are candidates for intervention and are at risk for being retained in the same grade level. This paper describes a pilot test of the new promotion/intervention policy and describes what happened to students who failed their EOG tests. The study took place in seven elementary and middle schools. At the pilot sites, school staff provided up to two retesting opportunities for students, with a brief period of remediation before the first retest. Students at pilot schools with traditional calendars could take a second retest at the end of summer school. In grades 3 through 5 in the pilot schools, 269 students did not pass the EOG tests. After the 2 opportunities for retesting and the summer program, 78.1% were promoted, 17.1% were retained, and 4.8% were no longer enrolled. At the middle school level, of the 500 students who did not pass the EOG tests, 67.8% were promoted, 20.2% were retained, and 12.0% were no longer enrolled. These results show that, at the elementary level, only a little help is sometimes needed, since most students who improved did so before the summer program. The effectiveness of summer school was limited in helping students meet the new standard. The analyses indicate that a conservative estimate is that retention for 2000-2001 may double at elementary and middle schools, although anecdotal evidence from other counties suggests that this retention rate would soon begin to decrease. (SLD)

ED 451 222   TM 032 450

Coley, Richard J.
Differences in the Gender Gap: Comparisons across Racial/Ethnic Groups in Education and Work. Policy Information Report.
PUB DATE- 01
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Employment; Ethnicity; Higher Education; Interaction; Minority Groups; *Racial Differences; *Sex Differences
IDENTIFIERS- *Gender Gap

This report considers the interaction of gender and racial/ethnic differences by addressing the issue of whether gender differences vary within racial/ethnic groups. The data encompass the education and work pipeline from elementary school, through high school, college, and graduate school, and into the workforce. Data come from a variety of sources. Results of the National Assessment of Educational Progress and findings about admissions tests, high school course work, advanced placement tests, educational attainment, and earnings and employment reveal more similarities than variations in gender differences among racial/ethnic groups. On most measures, gender differences did not vary much from one racial/ethnic group to another, although some differences were found. In addition, few trends were noted. The study suggests that the nature of gender inequality is a complex phenomenon. There is neither a pattern of across-the-board male advantage nor a pattern of across-the-board female advantage. The findings do not support the view that the educational establishment systematically discriminates against girls, nor that it penalizes boys. Data support the view that the nature of the differences between genders or the lack of difference depends on the outcome being examined. (Contains 25 graphs.) (SLD)

Instruction; Library Role; National Libraries; *Training; User Needs (Information); Users (Information); Workshops
IDENTIFIERS- *Education Libraries; Hebrew University of Jerusalem (Israel)

The Z. Aranne Central Education Library of Hebrew University (Israel) has two functions: it is an academic library and a national library on education. As a university library, it serves the students and faculty of the School of Education, as well as students of other faculties of the Hebrew University. The Education Library plays the role of a national library with its special collection including reports, decisions and archival material about education in Israel, textbooks for schools, and other non-book materials with historical significance. Library users have access to electronic resources such as e-periodicals and databases through the library network as part of the Universities Libraries Consortium. The Education Library is on its way to being a global library and must enable maximum and easy access to all library resources. The library has adapted to advanced technology and growing diversity of users by adjusting its structured training programs as: (1) general library orientation; (2) workshops for faculty for use of electronic resources; (3) workshops for M.A. and Ph.D. students oriented to special research subjects; (4) library orientation for Israelis who study at foreign university branches; and (5) workshops for school pupils on special collection on hot educational subjects such as drug education and violence in schools. (MES)

ED 450 734   IR 057 990

Bergan, Erling
Libraries in the West Bank and Gaza: Obstacles and Possibilities.
PUB DATE- 00
NOTE- 15p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Censorship; Elementary School Curriculum; Foreign Countries; Higher Education; Information Technology; *Libraries; Library Associations; *Library Development; Library Education; *Library Services
IDENTIFIERS- Historical Background; *Palestine

This paper provides an overview of Palestinian libraries. The following topics are addressed: historical and political background on Palestine; the Ansari Public Library in East Jerusalem; the Khalidi Family Library in the Old City of Jerusalem; mosque libraries; the Nablus Public Library; the Palestinian Library and Information Association; other public libraries; public libraries run by nongovernmental organizations; funding; fees; special libraries in Palestine; the impact on libraries of the Israeli occupation of Palestine; censorship; university libraries; library and information science education; school libraries; general features of Palestinian libraries; information and communication technology; and obstacles and possibilities for developing libraries. (MES)

ED 450 735   IR 057 991

Bloss, Marjorie E.; Hegedus, Peter; Law, Derek; Nilsen, Sissel;

public participation, visible and visionary leadership, employee development, involvement and satisfaction, continuous improvement, management by fact, partnership development, consistency of purpose, process management, public responsibility, and stakeholder consideration. The model that emerged, the Library and Information Sector Improvement Model (LISIM), was sent out for feedback in order to produce a toolkit and training pack that would achieve wide acceptance. A table summarizes the principles that underlie the LISIM, including a general principle, management principles (consistency of purpose, continuous improvement, benchmarking, and management by fact), and human factors (visible and visionary leadership, stakeholder consideration, and employee development/involvement/satisfaction). The following stages required for any successful change management activity are outlined: (1) identify the role of self-assessment; (2) commit to the process; (3) identify the self-assessment team; (4) choose the self-assessment model/approach; (5) piloting/training/planning; (6) undertake the self-assessment/manage the process; (7) identify priorities for improvement/plan actions/implement actions; and (8) review. (Contains 10 references.) (MES)

ED 450 756   IR 058 012

Faria, Lourdes
ICT and Marketing Challenges in Latin American Libraries.
PUB DATE- 00
NOTE- 7p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Case Studies; Foreign Countries; Higher Education; *Information Technology; *Library Administration; *Library Development; Library Planning; Library Services; *Marketing; Strategic Planning; *Telecommunications; User Satisfaction (Information)
IDENTIFIERS- Latin America; Mexico; Technology Role

Latin American libraries have experienced an important development in the last two decades. Telecommunications and Information Technologies (ITC) have been key elements in this process. There are leading institutions with remarkable programs; nevertheless it is necessary to design marketing strategies to improve their benefits. A case study based on the University of Colima (Mexico) library system is presented in order to analyze how ITC applications and marketing techniques have been harmoniously combined. Although every country in the region must find its own solutions, some ideas are presented to emphasize that marketing is not exclusively for businessmen. Marketing is the "science of strategy," and its main objective is client/user satisfaction. Libraries are encouraged to act enthusiastically on its applications. (Author/MES)

ED 450 757   IR 058 013

Sharon, Taly; Frank, Ariel J.
Digital Libraries on the Internet.
PUB DATE- 00
NOTE- 9p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see

DESCRIPTORS- *Access to Information; *Electronic Publishing; Foreign Countries; International Programs; *Library Role; Library Services; *Preservation; *World Wide Web
IDENTIFIERS- *Digital Data; Metadata; Web Sites

This paper discusses the role of libraries in the preservation of World Wide Web publications. Topics addressed include: (1) the scope of Web preservation, including examples of projects that illustrate comprehensive and selective approaches; (2) the responsibility of Web preservation, including placing the responsibility on publishers and other institutions, the national approach, and the international approach; (3) challenges of Web preservation, including information retrieval, the short life span of Web publications, and lack of a legal framework for Web preservation and access; (4) preservation of digital information, including different digital formats and conversion of document files to readable formats; (5) the present situation of Web archiving in the world, including examples of several projects. (MES)

ED 450 779   IR 058 035

McGlamery, Patrick
Issues of Authenticity of Spatial Data.
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartography; Information Management; *Information Technology; *Maps; *Quality Control; Standards
IDENTIFIERS- *Authenticity; Digital Data; Metadata

This paper discusses the authenticity of digital spatial data. The first section describes three formats for digital spatial data: vector, raster, and thematic. The second section addresses the integrity of spatial data, including six possible formats for the same information: (1) aerial photographic prints, time stamped, primary, remotely sensed data; (2) orthographic photography, time stamped, primary, remotely sensed data, projected and geographically referenced; (3) cartographic line work, secondary, derived from aerial photography; (4) digital orthographic photography, time stamped, primary, remotely sensed data, projected and geographically referenced; (5) scanned cartography, projected and geographically referenced; and (6) digital cartographic line work, vector digitized from scanned maps or map separates. The third section considers issues of data quality and error, including managing data quality through lineage and metadata. The fourth section covers metadata, including standards for the fields for lineage and process steps. The fifth section summarizes issues of authenticity in spatial data, emphasizing the importance of defining metadata structures to carry document authentication declarations or proofs. (MES)

ED 450 780   IR 058 036

Murtomaa, Eeva
Could This Be the Beginning of a Beautiful Friendship: A Comparison of the Description and Access to the Object of Interest between the Libraries and Archives.
PUB DATE- 00

library domain. Specifically, the thesaurus will include terms that identify indexing methods and the infrastructure of digital libraries. The creation of the digital library thesaurus will reinforce the need for researchers to look at sublanguage vocabulary, and the need to use domain-specific indexing for all digital libraries. The terms will be extracted from abstracts and full text journal articles within three electronic research databases: "Library Literature," "Compendex," and from Internet resources. Three appendixes include a list of terms with definitions, the Digital Library Thesaurus hierarchical view, and the alphabetical view. (Contains 16 references.) (AEF)

ED 450 800   IR 058 068

Thompson, Heather A.
The Significance and Use of Historical Method in Library and Information Science Dissertations, 1984-1999.
PUB DATE- 00
NOTE- 79p.; Master of Library and Information Science, Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Citation Analysis; Citations (References); Doctoral Degrees; *Doctoral Dissertations; Higher Education; *Information Science; *Library Research; *Library Science; Research Methodology

This study is concerned with the importance of historical method in library and information science research. The research conducted in this study specifically examined library and information science doctoral dissertations written between 1984-1999. The study of the "Digital Dissertations" database found that only eight to seventeen percent of all library and information science dissertations were written using historical method. This was a slight decline in the number of historical dissertations that have been written prior to 1984. This study also looked closely at a selected sample of 259 historical dissertation citations found in three bibliographic sources in order to find any patterns that were evident. The majority of historical dissertations were written in 1996, which was the peak year of library history, and following 1996, the number of historical dissertations declined rapidly into 1999. It was also discovered that more females than males have written historical dissertations, but there was still a significant number of males who wrote historical dissertations. Texas Woman's University and the University of Pittsburgh are just two of the schools that produced the most historical dissertations. Overall, this study shows that library history is still evident and researched in library and information science programs, but unfortunately, few students choose to write dissertations using historical method. Further research, such as a survey of library students or a closer examination of the "Digital Dissertations" database, may give a clearer answer to the importance of library history research in library and information science. Appendixes include: the "Libraries and Culture" Historical Method Coding Sheet; the American Library Association's Library History Roundtable (LHRT) Citations Historical Method Coding Sheet; Arthur Young Citations Historical Method Coding Sheet; and Statistical Package for the Social Sciences (SPSS) Historical Method Data and Results. (Contains 17 references.) (AEF)

ED 450 801   IR 058 069

Luan, Jing; Willett, Terrence
Data Mining and Knowledge Management: A System Analysis for Establishing a Tiered Knowledge Management Model.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Data Analysis; *Educational Research; Educational Researchers; *Research Tools; Two Year Colleges
IDENTIFIERS- Cabrillo College CA; Knowledge Management

This paper discusses data mining--an end-to-end (ETE) data analysis tool that is used by researchers in higher education. It also relates data mining and other software programs to a brand new concept called "Knowledge Management." The paper culminates in the Tier Knowledge Management Model (TKMM), which seeks to provide a stable structure with which to organize the plethora of established and nascent technologies. Data mining is a knowledge discovery process to reveal patterns and relationships in data via high-powered data modeling procedures. The field is in the process of being harmonized with statistics to provide researchers with a richer and more unified palate of analysis tools. The birth of data mining, however, has not completed the road map for research in higher education. With the development in data warehousing and data mining, the landscape for knowledge management has greatly changed. After extensive research and based on actual experience, a model for managing knowledge for research and planning is proposed to be the Tiered Knowledge Management Model (TKMM). A roadmap like TKMM may help guide the efforts for researchers to update their skills and choose the right tool. For example, the Project Management model explains what tool is best for which project. Addendum describes five steps to successful data mining. (Contains 13 references.) (JA)

ED 450 819   JC 010 193

Mundhenk, Robert T.
Institutional Effectiveness and Unemployment Insurance Data. White Paper.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Education Work Relationship; *Employment Statistics; Job Placement; Outcomes of Education; Student Employment; Two Year Colleges; *Unemployment Insurance; *Vocational Followup

This paper describes the value of using unemployment insurance (UI) wage data for measuring college graduates' success in employment and discusses how some colleges are using the data within the limitations of their states. Although colleges have always been able to produce limited outcome data such as graduate placement reports, other potentially more sensitive indicators--job retention, promotion, and salary increases, for example--are notoriously more difficult to obtain. Colleges in several states have begun using UI wage data to track existing students. The federal government already requires states to collect wage data from businesses, and although the data are and appreciate their environment, and develop a system of personal values based on accepted ethics that lead to civic and social responsibility. The three skills areas where direct measurements of student proficiency were obtained from the ACT-CAAP testing over the past two years are as follows: skills in analysis, skills in communications, and skills in quantification- mathematics. Assessment of skills development in analysis may be inferred from two of the subject area tests in the CAAP battery: critical thinking and scientific reasoning. Results from the Critical Thinking test indicate that entering COD freshmen score significantly higher than the national average for freshmen at two-year public colleges as reported by ACT. (Contains tables and figures.) (JA)

ED 450 840 JC 010 216

Atleo, E. R., Ed.
First Nations Studies: The Malaspina Success.
PUB DATE- 99
NOTE- 33p.; Published quarterly. Editor-in-Chief is Wayne Peterson.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; College Role; *Community Colleges; Cultural Pluralism; *Curriculum Development; Foreign Countries; *Heritage Education; Higher Education; *Indigenous Populations; *Multicultural Education; *School Community Relationship
IDENTIFIERS- *British Columbia

The articles in this issue of Learning Quarterly, published by the Centre for Curriculum, Transfer and Technology (British Columbia), discuss First Nations Studies (indigenous populations), a partnership between Malaspina University-College and First Nations of Vancouver Island and coastal British Columbia. The program's goals include providing an educational program that: (1) serves the needs of First Nations and Metis people living in coastal British Columbia; (2) provides students with a bicultural education that prepares them for living within both First Nations society and the larger Canadian society; (3) promotes the learning and enhancement of First Nations languages and cultural values; (4) builds national and international bridges to connect the First Nations of British Columbia with other indigenous peoples around the globe; and (5) cooperates with First Nations organizations, governments, the private sector, and other educational institutions to ensure that the opportunities for students to learn and succeed are maximized. The B.A. in First Nations Studies requires four years of study and 120 credits. Since its inception in 1994, the program has experienced tremendous growth, increasing from a handful of people to more than 600 students. (JA)

ED 450 841 JC 010 217

Matthews, Carol, Ed.
Changing Horizons: Charting a New Course in 1999.
PUB DATE- 99
NOTE- 30p.; Published quarterly. Editor-in-Chief is Devron Gaber.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Outcomes Assessment; *Community Colleges; *Educational Cooperation; *Educational Planning; Foreign

the number of students urged to take such English courses over the previous two years had increased by 15%, and less than 50% of those students actually enrolled. Transfer student success was also evaluated through an analysis of transfer data provided by senior institutions. Here, findings include: (1) the proportion of minority transfer students was low; (2) males were found to be overrepresented in the transfer group; (3) forty-two percent of transfer students were "unclassified" in their field of study; (4) female transfer students gained admission at higher rates; and (5) Germanna graduates were not more likely than non-graduates to be admitted to four-year institutions. The report ends with a special topic section on Developmental Enrollment of High School Students, which states that the rate of students coming directly from high schools and enrolling in developmental courses has remained constant between 50 and 60% over the last ten years. (CJW)

ED 450 861   JC 010 250

Kielbaso, Gloria; Dirkx, John M.; Min, Yoon; Allen, Ann
A Study of Student Retention and Attrition in a Community College's Developmental Education Program.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developmental Studies Programs; *Educational Improvement; Enrollment; High Risk Students; Higher Education; *School Holding Power; Student Attitudes; *Student Characteristics; Teacher Attitudes
IDENTIFIERS- Michigan State University

The Michigan Center for Career and Technical Education (MCCTE) at Michigan State University conducted a study on a rural college (dubbed "Riverdale") in the Midwest to collect quantitative and qualitative data that could be used to improve student retention in developmental courses. The research team analyzed student profiles, student experiences as related to developmental education courses, and the role and perceptions of staff involved in the courses. Also, a survey was mailed to 14 withdrawal students. Findings include: (1) of the 1,397 students enrolled in developmental courses between 1994 and 1998, 73% were female, 94% were white, and the mean age was 31; (2) female students tended to receive a higher percentage of satisfactory grades than males; (3) 6.9% of the students withdrew from developmental courses; and (4) male students withdrew from courses more often than females. Based on these findings, the research team made many recommendations to Riverdale, including: (1) set appropriate expectations of students; (2) integrate study skills with all developmental courses; (3) match student's learning style with teaching style; (4) create separate programs to serve special needs students; and (5) require completion of developmental courses before enrolling in college courses. Contains 20 references. (EMH)

ED 450 862   JC 010 251

Dodrill, Earl R.
Technicians and Interpersonal Dynamics: Instilling High Touch in High Tech Departments.
PUB DATE- 99
NOTE- 15p.; Appended slides may not reproduce adequately.

One Step Forward, One Step Back: Children's Health Coverage after CHIP and Welfare Reform.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Kellogg Foundation, Battle Creek, MI.; Open Society Inst., New York, NY.; George Gund Foundation, Cleveland, OH.
PUB DATE- 99
NOTE- 4 p.; Also supported by the Nathan Cummings Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; *Children; Eligibility; *Enrollment; Enrollment Influences; Enrollment Trends; *Health Insurance; Low Income Groups
IDENTIFIERS- *Childrens Health Insurance Program; *Welfare Reform

Passed in 1997, the Children's Health Insurance Program (CHIP) was designed to expand and complement the Medicaid program, thereby reducing the number of U.S. children without health insurance. However, as states implemented welfare reform, many children and parents lost welfare benefits, and thereby Medicaid coverage. This study examined enrollment trends in CHIP and Medicaid from 1996 through 1999 in 12 states with the largest number of uninsured children to assess the early progress of CHIP and to understand the effects of welfare reform on the health coverage of low-income children. The states involved in the study were Arizona, California, Florida, Georgia, Illinois, Louisiana, New Jersey, New York, North Carolina, Ohio, Pennsylvania, and Texas. The states provided monthly enrollment data from January 1996 to June 1999, with data after CHIP's enactment categorized as regular Medicaid, expanded Medicaid under CHIP funding, or separate CHIP- funded state programs. The findings indicated that in 1999, fewer children were enrolled in federally funded children's health programs than were enrolled in Medicaid alone in 1996. Increases in CHIP enrollment have been offset by reductions in Medicaid coverage. Although CHIP got off to a slow start, enrollment is now growing rapidly and likely to continue growing. Further, CHIP is reaching children in families whose income levels previously made them ineligible for public coverage, and there is evidence that the program is helping to find children who were already eligible for Medicaid but were not enrolled. (KB)

ED 450 881 PS 029 214

Hao, Yi
Relationship between Teachers' Use of Reflection and Other Selected Variables and Preschool Teachers' Engagement in Developmentally Appropriate Practice.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; *Developmentally Appropriate Practices; Predictor Variables; *Preschool Education; *Preschool Teachers; *Reflective Teaching; Teacher Qualifications

Helping teachers move toward more developmentally appropriate practice in classrooms for young children is a major goal of the early childhood educational profession. However, little is known about factors likely to result in more developmentally appropriate practice (DAP). This study examined the

ED 450 899 PS 029 241

Alexander, Diane; Cove, Moya
Learning Is Magic: Supporting Adults in Assessing Children's Progress 3-5 with Videotape . Early Education Support Series.
PUB DATE- 00
NOTE- 75p.; For related guides, see PS 028 472-473 and PS 029 234-243. Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Evaluation Methods; Foreign Countries; Leaders Guides; Preschool Children; *Preschool Education; *Preschool Teachers; *Professional Development; *Staff Development; *Student Evaluation; Videotape Recordings
IDENTIFIERS- Scotland

This staff development guide with accompanying videotape is designed to assist early years staff using "A Curriculum Framework for Children 3 to 5" in Scotland to assess children's progress. The program is comprised of activities to stimulate discussion among colleagues, affirm existing good practice, give time for reflection, and challenge assumptions. The program is based on four guiding principles of a quality early years educational experience as outlined in the curriculum: (1) the central importance of relationships; (2) the need for all children to feel included; (3) an understanding of the ways in which children learn; and (4) the best interests of children. The introductory section of the guide contains information on the group leader role, suggestions for working with groups, preparation suggestions, and suggestions for using the training materials. Fifteen staff development activities are then delineated in five areas: (1) observation and assessment during staff interaction; (2) recording to summarize success and progress; (3) reporting to promote partnerships; (4) planning for effective learning; and (5) transition to school. Each activity includes information on the time required, activity focus, and preparation and resource needs. Also included are reproducible activity sheets and handouts. The script for the accompanying videotape is appended. Featuring sequences shot at a number of early years centers, the 44-minute videotape consists of five main sections corresponding to the above training areas and an introductory sequence that highlights the key principles of a quality early years educational experience. Timings delineated in the development guide indicate where each section can be found. (KB)

ED 450 900 PS 029 242

Greig, Liz
Supporting Development and Learning 3-5. Early Education Support Series.
PUB DATE- 01
NOTE- 40p.; For related guides, see PS 028 472-473 and PS 029 234-243.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

The second section of the data book provides profiles of New York State, New York City, and the state's counties. The data book concludes with a section of technical notes and references. (SD)

ED 450 919   PS 029 261

Shaul, Marnie S.
Child Care: States Increased Spending on Low-Income Families. Report to Congressional Requesters.
PUB DATE- 01
NOTE- 47p.; Key contributors to this report include Janet Mascia, Martha Elbaum, Susan Higgins, and Bill Keller.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; Expenditures; *Grants; *Low Income Groups; *State Action; State Federal Aid; State Programs; Welfare Recipients; Welfare Services
IDENTIFIERS- *Child Care and Development Block Grants; *Subsidized Child Care Services; Temporary Assistance for Needy Families; Welfare Reform

Recognition of the link between child care and the success of welfare reform has given rise to questions about how states are spending child care funds provided through Temporary Assistance to Needy Families (TANF) and the Child Care and Development Fund (CCDF). At the request of members of Congress, this report from the General Accounting Office details: (1) child care expenditures by states under the CCDF and TANF block grants; (2) the type of care selected by families who receive subsidies with these funds and the mechanisms by which states provide child care subsidies to eligible families; and (3) states' priorities in providing child care subsidies to low-income families and their views about the adequacy of the current levels of funding for child care. The report shows that states are committing increasing amounts of money for child care; that nationwide, more than half of the children whose child care was subsidized with CCDF funds were cared for in centers (this varied by state, however), and subsidies for all types of care were primarily provided through vouchers; and that over half of states gave TANF and former TANF families making the transition to work first or second priority for receiving child care subsidies, whereas other low-income families were assigned lower priorities. (EV)

ED 450 920   PS 029 262

Children Entering School Ready To Learn: School Readiness Baseline Information. Preliminary Report, School Year 2000-01.
PUB DATE- 01
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Disabilities; *Kindergarten; *Kindergarten Children; Learning Readiness; Primary Education; *School Readiness; *School Readiness Tests; Sex Differences
IDENTIFIERS- Maryland; Work Sampling System (Meisels)

In order to better establish baseline information on the social, physical, linguistic, and cognitive skills of children entering Maryland kindergartens, the state selected the Work Sampling System (WSS), a component of the Maryland Model for School Readiness, as the early childhood assessment system for planning/recall sheets. (KB)

ED 450 937   PS 029 284

Cohen, Carol; Wegener, Victoria
Adapting to Changing Conditions: Accessing State Tobacco Settlement Revenue for Out-of-School Time and Community School Initiatives. Strategy Brief, Volume 1, Number 6.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; Elementary Secondary Education; *Financial Support; *Income; Program Descriptions; Public Policy; State Government; State Programs
IDENTIFIERS- *Before School Programs; *Tobacco Settlement 1998

Noting that out-of-school time and community school initiatives are operating in a rapidly changing policy context and that tobacco settlement funds provide a flexible, significant inflow of new state revenue, this strategy brief provides policymakers, community leaders, and program developers with background information on the tobacco settlement revenues and the policy decisions that each state must make to manage and allocate the funds. The brief also includes strategies that out-of-school time and community school leaders can use to access tobacco settlement revenue and highlights examples of how states are allocating tobacco settlement dollars to support school-age children and youth. Policy decision points for states are discussed in the following areas: (1) management/governance structure; (2) spending versus saving tobacco settlement revenue; and (3) substantive allocation of the revenues. The brief presents four strategies for accessing tobacco settlement funds: (1) making the case for tobacco funds to support out-of-school time programs; (2) accessing tobacco dollars to fund other supports and services for school-age children and youth; (3) using tobacco funds to build infrastructure; and (4) joining with others to influence decisions on how revenues are spent. For each strategy, examples of programs in various states are described. The brief concludes with contact information for additional organizational resources. (KB)

ED 450 938   PS 029 285

Brown, William H.; Odom, Samuel L.
Reflections on Community-Based Inclusive Preschools.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Education; Comparative Analysis; *Inclusive Schools; *Mainstreaming; *Peer Relationship; *Preschool Children; *Preschool Education; Research Problems; Special Needs Students; Student Behavior; Theory Practice Relationship; Validity

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 18p.; This pamphlet was directly adapted from an "I Am Your Child" Foundation publication.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Brain; Child Rearing; Childhood Needs; *Early Experience; Individual Development; *Infants; Multilingual Materials; Parent Child Relationship; Parent Education; Parent Materials; *Parent Role
IDENTIFIERS- *Brain Development; Questions

Noting that new research shows that a baby's earliest years shape how he or she grows later in life, this brochure, in English- and Spanish-language versions, provides brief answers to some important questions parents may have about their baby's brain. The questions answered are: (1) "Why is brain development a popular subject lately?; (2) "What Have Scientists Discovered?" (3) "Exactly How Do Parents Affect Brain Development?" (4) "How Do Brains Form Connections?" (5) "How Does the Brain 'Know' Which Connections To Keep?" (6) "Does It Matter When Connections Are Formed?" (7) "What Does This babies learn most when they are young Mean to My Child and Me?" and (8) How Can I Help My Baby's Development When I'm at Work?" (HTH)

ED 450 955 PS 029 305

Basics about Babies' Brain Development = Los basicos del desarrollo del cerebro.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 18p.; This pamphlet was directly adapted from an "I Am Your Child" Foundation publication.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Childhood Needs; *Early Experience; Individual Development; *Infants; Multilingual Materials; Parent Child Relationship; Parent Education; Parent Materials; *Parent Role
IDENTIFIERS- *Brain Development

This brochure for parents, in English- and Spanish-language versions, provides facts about infants' brains and offers suggestions for parents to help their baby's development by providing experiences to stimulate neural development. The facts are: (1) a baby's brain needs many different experiences to be nourished, such as being talked or sung to and experiencing eye contact; (2) babies brains come with over 100 billion neurons which need to connect for the baby to have basic skills such as thinking, seeing, hearing, and moving; (3)

and Zehava O. Weizman); (6) "Home Language and Literacy Environment: Final Results" (Patton O. Tabors, Kevin A. Roach, and Catherine E. Snow); (7) "Children's Experiences in Preschool" (Miriam W. Smith); (8) "Book Reading in Preschool Classrooms: Is Recommended Practice Common?" (David K. Dickinson); (9) "Language Opportunities during Mealtimes in Preschool Classrooms" (Linda R. Cote); (10) "Large-Group and Free-Play Times: Conversational Settings Supporting Language and Literacy Development" (David K. Dickinson); (11) "Putting the Pieces Together: Impact of Preschool on Children's Language and Literacy Development in Kindergarten" (David K. Dickinson); (12) "Parent Involvement as a Link between Home and School" (Michelle V. Porche); and (13) "Homes and Schools Together: Supporting Language and Literacy Development" (Patton O. Tabors, Catherine E. Snow, David K. Dickinson). Appended is information on measures used in the study and descriptive statistics. (Contains 167 references.) (KB)

ED 450 973 RC 022 144

Gathering Strength: Canada's Aboriginal Action Plan. A Progress Report = Rassembler nos forces: Le plan d'action du Canada pour les questions autochtones. Rapport d'etape.
PUB DATE- 00
NOTE- 61p.; Colored photographs may not reproduce clearly. For original plan, see RC 022 145.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; American Indian Education; American Indians; *Canada Natives; *Change Strategies; Economic Development; Eskimos; *Federal Indian Relationship; Finance Reform; Foreign Countries; *Governmental Structure; Management Development; Multicultural Education; Quality of Life; *Self Determination; Treaties; Tribal Government
IDENTIFIERS- *Canada; Nunavut

Gathering Strength is an integrated government-wide plan to address the key challenges facing Canada's Aboriginal people. Following an initial section on reconciliation of historic grievances, this report describes initiatives in the four areas addressed by the action plan: (1) partnerships (all schools received public awareness materials; students and teachers participated in cross-cultural programs; Aboriginal language and culture programs were funded and conducted; federal, provincial, and territorial ministers of Aboriginal affairs and five national Aboriginal organizations met for the first time in 2 years; and national and regional partnership think tanks were conducted); (2) governance (legislation for the Nisga'a Final Agreement was passed; 86 land claims were settled or negotiated; and over 100 professional development projects were completed for Aboriginal administrators); (3) new fiscal relationships (93 percent of First Nations communities completed community accountability and management assessments; a national model was completed for the Canada/First Nations Funding Agreement; the Aboriginal Financial Officers Association awarded its first Certified Aboriginal Financial Manager designations; and Canada, Saskatchewan, and the Federation of Saskatchewan Indian Nations completed exploratory fiscal relations and governance discussions); and (4) community, people, and economies (132 Income Security Reform demonstration projects were conducted in 354 First Nations communities, and numerous First Nations communities participated in initiatives related to community-based housing, makeup, age cohorts, and families and income. Pennsylvania's rural population, the nation's largest, has increased more than its urban population since 1950, with the bulk of that increase occurring in eastern Pennsylvania. A section on socioeconomic conditions notes that poverty is more prevalent in rural areas, and although rural incomes have been rising, the gap between rural and urban income has been increasing. The rural economy has been rebounding, as indicated by figures on unemployment, small business, tourism, and agriculture. The section on rural education presents data on enrollment, educational attainment, postsecondary participation, rural school revenues and expenditures, and dropout rates. Nearly 30 percent of rural adults lack a high school diploma, and about 10 percent have a college degree or higher. Rural dropout rates are lower than urban rates. A rural health care section covers access to medical care, rural disabled, health behavior, and health insurance. Urban areas have almost twice as many physicians per capita as rural areas. Data on county government, rural municipalities, property values, and land use comprise the local government section. An infrastructure section presents data on waste water, drinking water, telecommunications, and highways. A growing inability of rural people to afford housing highlights the rural housing section. An appendix presents a numeric profile of Pennsylvania's rural and urban counties. (TD)

ED 450 991   RC 022 036

Bickel, Robert; Howley, Craig; Williams, Tony; Glascock, Catherine
High School Size, Achievement Equity, and Cost: Robust Interaction Effects and Tentative Results.
SPONS. AGENCY- Rural School and Community Trust, Washington, DC.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Consolidated Schools; Disadvantaged; Elementary Secondary Education; Equal Education; *Expenditure per Student; High Schools; Interaction; Outcomes of Education; *School Size; *Socioeconomic Status
IDENTIFIERS- *Economies of Scale; Grade Span Configuration; Texas; *Unit Schools

Research has revealed interactive effects of school size and socioeconomic status--as school size increases, the mean measured achievement of schools with disadvantaged students declines. The larger the number of less advantaged students attending a school, the greater the decline. The same school-level interactions have been found in California, West Virginia, Alaska, Montana, Ohio, Georgia, and Texas. To improve on past research, this study, involving 1,001 Texas high schools, has controlled for more variables, namely ethnic, linguistic, socioeconomic, size, cost, and curricular composition factors. Results affirm the previous research results, giving the finding of this interactive effect a degree of consistency that is rare in educational research. This study also examined the claim that large schools with a narrow range of grades necessarily save money by achieving economies of scale. Results indicate that school size was negatively related to costs, but this relationship became increasingly tenuous as school size increased, with savings eventually becoming negligible. In addition, analysis of organizational factors distinct to the single-unit school indicates that if schools are designed solely to minimize expenditure per pupil, the best configuration may be a large single-unit school. However, if

Jimerson, Lorna
A Reasonably Equal Share: Educational Equity in Vermont. A Status Report, Year 2000-2001.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Equity (Finance); Educational Legislation; Elementary Secondary Education; Expenditure per Student; *Finance Reform; School District Wealth; *School Taxes; *State Legislation
IDENTIFIERS- *Vermont

Vermont's Equal Educational Opportunity Act of 1997, Act 60, was designed to rectify educational inequities cited in the State Supreme Court ruling that the state's foundation formula was unconstitutional. This study examines the degree to which Act 60 has improved inequitable conditions in the three main areas cited in the court decision. Findings were that: (1) student resource equity has significantly improved, and financial resources spent on Vermont students no longer correlate to towns' property wealth; (2) tax burden equity has also improved significantly with the lowest-income households now paying the lowest percentage of income for school tax; and (3) academic achievement is still related to community wealth and spending per pupil, but student achievement in all categories of property wealth and spending has improved over the last 3 years, and the achievement gaps between the highest and the lowest property-wealth and spending categories have decreased over the past 3 years. Act 60 is performing according to the requirements of the court. Inequities are diminishing, but local control has not been abandoned. Tax burdens are more appropriately related to income. More children are performing better on statewide assessments. Seven appendices describe the Rural School and Community Trust, research methods, caveats when analyzing academic achievement, recommendations for future studies, definitions of variables used, contact information, and acknowledgements. (TD)

ED 451 009 RC 022 867

Telese, James A.; Ramirez, Reynaldo, Jr.
Mexican American Students' Perception of Discursive Practices in Mathematics and Science Classrooms.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Phoenix, AZ, February 22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Environment; *Enrichment Activities; Females; *Hispanic American Students; *Language Dominance; Males; Mathematics Education; Mexican American Education; *Mexican Americans; Science Education; Secondary Education; Secondary School Students; Sex Differences; Student Attitudes; *Student Experience; Summer Programs
IDENTIFIERS- Texas

A study examined English-dominant and Spanish-dominant students' perceptions of opportunities to communicate in science and into the curricula, and promote students' intrinsic motivation through relevant curricula. Indian student silence and parent participation are also discussed. The fifth section specifically addresses issues of reading instruction, including risk factors for reading difficulties, language development, reading comprehension, and standard English skills. An appendix reviews the history of federal Indian policy and the status of tribal governments. (Contains 155 references.) (SV)

ED 451 027   RC 022 920

Milloy, John S.
"A National Crime": The Canadian Government and the Residential School System, 1879 to 1986. Manitoba Studies in Native History XI.
PUB DATE- 99
NOTE- 402p.; Revised and adapted version of "Suffer the Little Children," a research paper prepared by Milloy for the Royal Commission on Aboriginal Peoples.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Acculturation; *American Indian Education; American Indian History; *Boarding Schools; *Canada Natives; *Child Abuse; Child Neglect; *Church Role; Educational History; Elementary Secondary Education; Federal Indian Relationship; Foreign Countries; *Trust Responsibility (Government)
IDENTIFIERS- *Canada; Department of Indian Affairs N Devel (Canada)

Canada's residential school system for Aboriginal children has had lasting damaging effects on Indigenous people. Founded in 1879, the residential school system was operated through a church-state partnership. The government provided the funding, set standards of care, and supervised the administration of schools, while the Anglican, Catholic, Presbyterian, and United Churches staffed and managed the schools. Despite maintaining the public rhetoric that the schools provided "a mother's care" and a good education, the government and the churches were aware of the widespread neglect and abuse occurring in the schools. This book attempts to answer the question of how such a perversion of responsibility and Christianity happened. Part 1 examines Canada's mid-19th-century assimilative ideology of civilization and the rationale for residential schools--the felt need to separate "savage" parent from child, which justified the concerted attack upon Aboriginal cultures and languages. Part 2 addresses the period from 1879 to 1946. The most persistent flaw in the system, chronic underfunding, resulted in overcrowding, lax administration, budget shortfalls, and poor hygiene and diet that led to many deaths from tuberculosis, neglect, abuse, and a failure of the schools to reach their educational goals. Part 3 charts the years from 1946, when the government decided to abandon residential schools in favor of integrated day-school education, to 1986, when the last schools were closed. Various reform schemes implemented during this time were ineffective, and abuse continued until the final closings. The epilogue recounts the revelations of persistent sexual abuse that surfaced soon after 1986, and the media reports and litigation that moved the government from effacement to apology. An appendix lists the residential schools in 1931. (Contains 140 references, notes, an index, and photographs.) (TD)

ED 451 028   SE 064 281

*Parents as Teachers; *Reading; *Science Activities; Science Instruction; *Student Motivation

This book demonstrates how to specifically pair a fiction and nonfiction book of the same theme and package them with copies of question and activity sheets to provide students with take-home learning packets for independent learning and family use. For each grade level in K-3, 15 topic areas are explored through two books with a common theme. After reading the books, students are invited to complete activities and answer questions on two sheets, one for each book. Parents can read the books aloud and pose discussion questions orally. Activities include making a sign to promote Earth-friendly habits and creating an animal book that shows how pollution does or could affect individual creatures. Organized to coordinate with the Core Knowledge Curriculum, the themes are integral to an elementary program. Topics include baby animals, feet, hands, pigs, puddles, sleep, wind, the big dipper, camouflage, dinosaur extinction, germs, volcanoes, whales, ants, digestion, growing gardens, snow, teeth, birds, fish, the moon landing, outer space, and waterways. (SAH)

ED 451 053   SE 064 612

Meeks, Ronald L.
Federal R&D Funding by Budget Function: Fiscal Years 1999-2001. An SRS Special Report.
PUB DATE- 01
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Annual Reports; *Budgets; *Federal Programs; Financial Support; Full State Funding; Higher Education; *Research and Development

This annual report contains information on the federal funding of the research and development components of agency programs as proposed by the administration for fiscal year 2001. Research and development data are classified into the same federal budget function categories as those used in the "Budget of the United States Government, Fiscal Year 2001." The report is divided into four sections. Section 1, "Research and Development in the 2001 Budget: A Brief Overview," provides an overview of federal funding of research and development within the context of requested total federal budget authority. Section 2, "Federal R&D Research and Development Budget Function," consists of five tables and summarizes activities conducted within each budget function. Section 3, "R&D by Specific Budget Function," presents data on R&D activities conducted within each budget function. This section consists of 19 tables that provide a summary for fiscal year 1999-2001. Section 4 contains two historical data series: (a) "Federal Research and Development Funding by Function for Fiscal Years 1955-2001," and (b) "Federal Funding of Basic Research for Fiscal Years 1978-2001." (ASK)

ED 451 054   SE 064 613

Hill, Susan T.
Science and Engineering Doctorate Awards: 1999.
PUB DATE- 01
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

ED 451 077 SE 064 645

Whimbey, Arthur; Lochhead, Jack
Problem Solving and Comprehension. Sixth Edition.
PUB DATE- 99
NOTE- 387p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Abstract Reasoning; *Academic Standards; Elementary Secondary Education; *Mathematical Applications; Mathematics Education; *Problem Solving; *Reading; Thinking Skills; *Writing (Composition)

This book shows students how to increase their power to analyze problems and comprehend what they read. First it outlines and illustrates methods that good problem solvers use in attacking complex ideas, then it provides practice in applying these methods to a variety of comprehension and reasoning questions. The "Whimbey Method" of teaching problem solving is now recognized as an invaluable means of teaching people to think. One chapter is particularly interesting to the history of problem solving. Chapter 13, "Meeting Academic and Workplace Standards: How This Book Can Help," describes changes in the educational system in the past 20 years and shows how the techniques taught in this book relate to the new educational standards and tests. (Contains 23 references.) (ASK)

ED 451 078 SE 064 647

Grant, S. G.
Reforming Reading, and Writing Mathematics: Teachers' Responses and the Prospects for Systemic Reform.
PUB DATE- 98
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Curriculum; *Educational Change; Elementary Education; Elementary School Teachers; *Mathematics Education; *Reading; *Writing (Composition)
IDENTIFIERS- Michigan; Systemic Educational Reform

This book reports on a study of how four Michigan elementary school teachers managed a range of reforms such as new tests, textbooks, and curriculum frameworks in three different school subjects (reading, writing, and mathematics). Two significant findings emerged from the comparison of their responses: (1) teachers' responses vary across classrooms, even when they teach in the same school building; and (2) responses vary across reforms; i.e., a teacher might embrace reforms in one subject area but ignore proposed changes in another. This study of teachers' responses to reading, writing, and mathematics reform and the prospects for systemic reform is part of a growing trend to study the intersection of curriculum policy and teachers' classroom practice. It is unique in the way that it looks at teachers' responses to multiple subject matter reforms, uses those responses as part of an analysis of the recent move toward systemic reform, and employs empirical findings as a means of examining the current movement toward systemic reform. (Contains 83 references.) (ASK)

ED 451 079 SE 064 650

Takayama, Keita
Study Abroad as a Contested Space of Local/Global Discourses: Japanese Students' Experience in the West.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Conference of the Comparative and International Education Society (San Antonio, TX, March 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Discourse Analysis; *Discourse Communities; Ethnography; Foreign Countries; *Foreign Students; Higher Education; Males; *Study Abroad
IDENTIFIERS- British Columbia (Vancouver); *Personal Experiences; Postcolonialism

This paper is based on an ethnographic study that examined the study abroad experiences of 20 male Japanese students in Vancouver (Canada) from a post-colonial perspective. This perspective allows the researcher to view the Japanese students studying in the West as deeply embedded in a transnational context where global and national ideologies and discourses become interconnected and manifested throughout their experiences. Three key discourses, neocolonialism, "internationalism," and "nihonjinron" (the discussions of Japanese uniqueness), are explored as the relevant themes to the Japanese students' study abroad experience in the West and used as the key analytical concepts for an ethnographic study. Findings demonstrate how the Japanese students make sense of their experiences in the midst of these global and local discourses. Responding to Edward Said's (1995) call for the production of non-coercive and non-hegemonic knowledge through education activities, the paper argues for the possibility of study abroad experience to realize Said's idealism. Contains 15 notes and a 34-item bibliography. An information sheet on the subjects is appended. (Author/BT)

ED 451 099   SO 032 614

Howe, Edward Ronald
Secondary School Teachers' Conceptions of Critical Thinking in British Columbia and Japan: A Comparative Study.
PUB DATE- 00
NOTE- 123p.; M.A. Thesis, University of British Columbia.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; Comparative Education; *Critical Thinking; Factor Analysis; Foreign Countries; Questionnaires; Secondary Education; *Secondary School Teachers; *Teacher Attitudes; Teacher Surveys; *Thinking Skills
IDENTIFIERS- *British Columbia; *Japan; Teacher Knowledge; Thinking Across the Curriculum

Critical thinking has received much attention among educators yet remains largely undeveloped in traditional teacher-centered classrooms. A study was conducted to: (1) obtain a sense of what secondary school teachers believe critical thinking entails; (2) compare and contrast British Columbia (BC), Canada, and Japanese secondary teachers' conceptions of critical thinking; (3) investigate the nature of BC and Japanese secondary teachers' conceptions of critical thinking with respect to gender, age, teaching experience, and subject taught; and (4) determine whether critical thinking is a significant part of BC and Japanese teaching and the curriculum techniques, and processes; (4) students will relate the visual arts to various historical and cultural traditions; and (5) students will analyze and evaluate the characteristics, merits, and meaning of works of art. Suggested grade level expectations are listed for each standard for each grade, K-8, and are listed collectively for grades 9-12. (BT)

ED 451 121 SO 032 645

Jagannathan, Shanti
The Role of Nongovernmental Organizations in Primary Education: A Study of Six NGOs in India. Working Paper.
PUB DATE- 99
NOTE- 57p.; Study funded by a Robert McNamara Fellowship, World Bank Institute.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; Educational Innovation; Educational Research; *Educationally Disadvantaged; *Elementary Education; Foreign Countries; Government Role; *Nongovernmental Organizations; *Partnerships in Education
IDENTIFIERS- *India; Organizational Research

Nongovernmental organizations (NGOs) working in education in India are professional resource centers and innovators able to reach children who are educationally disadvantaged. The Indian government could improve the effectiveness of primary education by increasing its collaboration with NGOs. India has an arduous task ahead to provide good quality schooling to all 6-14 year olds. India's elementary education system is already one of the largest in the world, but despite this, 35 million children are outside schools and an equal number do not complete even five years of schooling. This report examines the importance of government-NGO partnerships to hasten universal primary education and to enrich its quality. The report presents case studies of six NGOs working in different spheres of elementary education and explores the paths they have taken to scale up and replicate their models in the government system. It brings forth the NGO sector's concerns and perspectives on the state of primary education in India. The report's data from the case studies rest on the feedback, information, and perspectives shared by the NGOs; the data reaffirm critical areas for action from the perspective of the NGOs surveyed. (Contains 26 notes, 9 text boxes, a glossary of acronyms, and a 100-item bibliography.) (BT)

ED 451 122 SO 032 647

Percoco, James A.
Divided We Stand: Teaching about Conflict in U.S. History.
PUB DATE- 01
NOTE- 256p.; Foreword by James Loewen.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Rights; *Conflict; *Controversial Issues (Course Content); *Cultural Context; Gender Issues; *History Instruction; Secondary Education; Thematic Approach; *United States History; Vietnam War
IDENTIFIERS- *Social Conflict

This book is intended to assist teachers in dealing with sensitive and controversial topics in secondary U.S. history proposed over the past 30 years, all of which concur on the diversity of learners and the need to address diversity in classroom instruction to improve student performance. The models include: the Theory of Multiple Intelligences, a cognitive model which suggests that each person possesses several intelligences; the Myers-Briggs Type Indicator, which measures the affective dimension of learning and is based on the work of Jung; the Visual-Auditory-Kinesthetic Model, which focuses on the modes or senses through which people take in and process information; the VARK Learning Styles Inventory, which provides a perceptual learning style profile for each student; the Modality Strengths Model, which attests that observable modality strengths are more important in planning instruction than learners' modality preferences; and the Learning Styles Inventory, which encompasses instructional environment, emotionality, social preferences, and physiological uniqueness. (Contains 22 bibliographic references.) (SM)

ED 451 141 SP 039 888

Miles, Bruce H.
A Set of Planning Tools for School Leaders & Teams: Differentiated Planning.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the National Staff Development Council (32nd, Atlanta, GA, December 2-6, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; *Educational Planning; Elementary Secondary Education; Higher Education; *Strategic Planning; Teacher Collaboration; Teamwork
IDENTIFIERS- Differentiation

This presentation outline with overheads demonstrates differentiated planning, a system with four separate planning methods designed to reduce confusion and increase staff commitment to planning efforts. Differentiated planning involves: (1) prioritization (used for single question issues, multiple question issues, and as a follow-up to the development of vision/mission statements); (2) research cycle (used when an answer probably exists somewhere else, when research that will surround the problem probably exists, and when teams need a quick, high-probability successful solution); (3) chainsaw planning; and (4) strategic planning (which is seldom used, but can be used at the beginning of a new leader's time in an organization). The paper discusses decision making strategies to increase staff buy-in; evaluation strategies for planning efforts; current research on effective team functioning; and improving team functioning (conflict resulting from: lack of focus; differing philosophies, processes, and practices; inappropriate interpersonal behaviors or inappropriate behaviors during conflict; varying perceptions regarding decision making, leadership, management, and supervision; and bad behavior). The paper also includes: research results on differentiated planning; differentiated planning worksheets and a matrix; sample vision and mission statements; and data on why teams fail and causes of school conflict. (SM)

ED 451 142 SP 039 889

Bowser, Beth; Barrineau, Nancy

IDENTIFIERS- Knowledge Development; *Learning Communities

This book presents a collection of essays on building collaborative communities in which democratic principles of education may be recognized, focusing on learning and teaching through inquiry. After (1) "The Development of a Community of Inquirers" (Gordon Wells), there are three parts. Part 1, "Inquiries in the Elementary Grades," includes: (2) "An Examination of the Development of Classroom Community Through Class Meetings" (Zoe Donoahue); (3) "Student Inquiry in Science: Asking Questions, Building Foundations, and Making Connections" (Mary Ann Van Tassell); (4) "A Comparison of Student-Led Discussions: Class Meetings and Novel Discussions" (Greta Davis); and (5) "Learning to Pay Attention to Other Modes of Meaning Making" (Gordon Wells). Part 2, "Inquiries in the Intermediate and Senior Grades," includes: (6) "Seeing Shades of Gray: Developing a Knowledge-Building Community Through Science" (Karen Hume); (7) "Knowledge Building: Learning about Native Issues Outside In and Inside Out" (Maria Kowal); (8) "The Leadership Lab: Creativity, Compassion, Community" (Monica McGlynn-Stewart); and (9) "Coresearching with Students: Exploring the Value of Class Discussions" (Karen Hume). Part 3, "Taking a Larger View," includes: (10) "The Case for Dialogic Inquiry" (Gordon Wells) and (11) "Look How We've Grown!" (Monica McGlynn-Stewart). An appendix presents conventions of transcription. (SM)

ED 451 161   SP 039 835

Greely, Kathy
"Why Fly That Way?" Linking Community and Academic Achievement.
PUB DATE- 00
NOTE- 133p.; Foreword by Deborah Meier.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Classroom Environment; *Classroom Techniques; Discipline; Early Adolescents; *Middle School Students; Middle School Teachers; Middle Schools; *Student Behavior; *Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- Learning Communities

This book tells the story of a year in one middle school teacher's class full of lively young adolescents, highlighting exemplary ways of learning and types of schooling. This alternative model of education shows how a strong, supportive community is essential in helping students reach their highest potential. The book includes: specific projects that explain in detail critical classroom practices; class discussions that show efforts to interweave academic study with personal awareness; excerpts from student journals; and a full description of daily failures and frustrations as well as successes and victories. The 15 chapters focus on: (1) "The End of the Year"; (2) "The Class from Hell"; (3) "The Parable of the Geese"; (4) "Expert Projects"; (5) "Sameness v. Difference"; (6) "Skating in the V"; (7) "Exclusion Acts"; (8) "Making Connections"; (9) "Taking the Leap"; (10) "Warm-ups"; (11) "Finding the Story"; (12) "A Script Emerges"; (13) "Adding Music"; (14) "The Performance"; and (15) "Lessons Learned." (Contains references and an index.) (SM)

ED 451 162   SP 039 836

Plank, Stephen

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; Higher Education; *Inclusive Schools; *Mainstreaming; *Preservice Teacher Education; Regular and Special Education Relationship; *Self Efficacy; *Teacher Effectiveness

IDENTIFIERS- Teacher Efficacy Scale

This study defined teacher efficacy beliefs, discussed teacher attitudes toward inclusion, and investigated the impact of preservice experiences. It hypothesized that there would be a significant mean difference in teachers' efficacy scores and the number of preservice courses addressing inclusion and that there would be a mean difference between teaching field (general or special education). Each hypothesis was examined on two levels: personal efficacy and teaching efficacy. A group of 46 Florida general and special education teachers completed the Teacher Efficacy Scale and provided demographic data which included educational background and teaching assignment. Data analysis indicated that there were significant differences in both personal efficacy scores and teaching efficacy scores when teaching field was the main effect. Special education teachers had higher levels of general teaching efficacy and personal teaching efficacy than did general education teachers. Number of inclusion courses taken in undergraduate teacher training programs did not have a significant impact on mean teacher efficacy scores. (Contains 16 references.) (SM)

ED 451 181 SP 039 864

Eifler, Karen E.

Documenting and Exploring the Effectiveness of a Tri-Partite Renewal Collaboration among Arts and Sciences and Education Faculty and P-12 Teachers.

PUB DATE- 01

NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; *College School Cooperation; Computer Uses in Education; Consciousness Raising; *Cultural Awareness; Cultural Differences; *Democracy; Diversity (Student); *Educational Technology; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Partnerships in Education; Public Education; *Teacher Collaboration; Teacher Improvement

IDENTIFIERS- *Peer Facilitators

This paper describes the Professional Renewal Program for Educators (PRPE), a faculty-driven, tripartite effort developed to increase the knowledge and skills of education faculty, arts and sciences faculty, and P-12 classroom teachers in the areas of instructional technology, cultural diversity, and democratic principles in public education. Led by pairs of expert co-facilitators drawn from among their peers, cohorts of educators engaged in a series of inservice sessions spread over three semesters. In order to explore the effectiveness of peer instruction, participants were asked to complete an instrument that self-assessed their knowledge, skills, and dispositions related to diversity, technology, and the National Network for Education Renewal's (NNER's) agenda related to democracy.

achievement levels and 15 effect sizes, were selected for the analysis. Findings suggest that efforts to compare the effectiveness of traditional and alternative assessment on academic achievement may be exercises in futility since there was no consensual agreement on the meaning of the term "academic achievement" and there were different connotations for "reliability." However, currently available data suggest a very small, if not trivial, gain for the use of alternative assessment procedures, and given how costly these procedures are, the benefits may not outweigh the costs. (Contains 1 table and 22 references.) (SLD)

ED 451 201   TM 032 427

Bridges to the Future: Building Linkages for Institutional Research. North East Association for Institutional Research Annual Conference Proceedings (27th, Pittsburgh, PA, November 4-7, 2000).
PUB DATE- 00
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; College Entrance Examinations; Curriculum Development; *Educational Research; *Higher Education; *Institutional Characteristics; *Outcomes of Education; *Research Methodology; Student Evaluation
IDENTIFIERS- *Association for Institutional Research

This document contains papers, summaries of panel presentations, and work share meetings from the annual conference of the North East Association for Institutional Research. The papers are: (1) "The Influence of Personality Traits, Pre-College Characteristics, and Co-Curricular Experiences on College Outcomes" (Karen W. Bauer); (2) "Threading the Developmental Maze: Remedial Program Complexity and Student Progress at a Large, Suburban Community College" (Karl Boughan); (3) "Student Self-Perceived Gain Scales as the Outcome Measures of Collegiate Experience" (David X. Cheng); (4) "Institutional Researchers: Challenges, Resources and Opportunities" (Anne Marie Delaney); (5) "Responsibilities and Staffing of Institutional Research Offices at Jesuit and Prominent Other Catholic Universities" (Donald A. Gillespie); (6) "New Technology and Student Interaction with the Institution" (Gordon J. Hewitt and Dawn Geronimo Terkla); (7) "Developing a Web-Based Version of The College Board's Admitted Student Questionnaire (TM)" (Ellen Kanarek); (8) "Creation of a Scale To Measure Faculty Development Needs and Motivation To Participate in Development Programs" (Arthur Kramer); (9) "The Transformational Power of Strategic Planning" (Marsha V. Krotseng and Ronald M. Zaccari); (10) "To Show How We Care: Combining Web-Based Technology and International Student Needs Assessment Survey" (Tsuey-Ping Lee and Chisato Tada); (11) "Developing an Analysis of Outcomes for the Writing Proficiency Requirement" (Kevin B. Murphy); (12) "Adult Education in the 1990s: An Analysis of the 1995 National Household Education Survey Database" (Mitchell S. Nesler and Roy Gunnarsson); (13) "Curriculum Review at a Virtual University: An External Faculty Panel Approach" (Mitchell S. Nesler and Amanda M. Maynard); (14) "The IR-CQI Connection" (Tracy Polinsky); (15) "We Can't Get There in Time: Assessing the Time between Classes and Classroom Disruptions" (Stephen R. Porter and Paul D. Umbach); (16) "Assessing the Assessment Decade: Why a Gap between Theory and Practice Fuels Faculty Criticism" (Michael J. Strada); (17) "Structural/Organizational Characteristics of Higher Education

ED 451 223 TM 032 451

Lessik, Alan; Michener, Victoria
Measuring Institutional Capacity. Recent Practices in Monitoring and Evaluation Tips, Number 15.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Economic Development; *Evaluation Methods; *Institutional Characteristics; *Measurement Techniques; Organizational Development; *Program Evaluation; *Public Agencies
IDENTIFIERS- *Agency for International Development; Capacity Building; *Monitoring

This document provides information for managers in the U. S. Agency for International Development on measuring institutional capacity, including some tools that measure the capacity of an entire organization as well as others that look at individual components or functions of an organization. The paper defines and discusses capacity assessment in general and presents several approaches for measuring capacity. The sections are: (1) "Background: Institutional Capacity Building and USAID"; (2) "How To Measure Institutional Capacity"; (3) "Measurement Issues"; (4) "Institutional Assessment Tools"; (5) "Measuring Individual Organizational Components"; (6) "Developing Indicators"; and (7) "Practical Tips for a Busy USAID Manager." The section on measurement issues is likely to be of interest to those interested in educational measurement. It focuses on comparability across organizations and over time, data collection, objectivity, quantification, internal versus external assessments, and practicality, all issues of interest to educational assessment. Other aspects of institutional assessment discussed would also have relevance for the educational practitioner. (Contains 58 references.) (SLD)

ED 451 224 TM 032 452

Gaddy, Barbara, Ed.
Renewing Our Commitment to the Region and the Nation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 14p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; Class Size; *Educational Improvement; Educational Research; Elementary Secondary Education; Instructional Leadership; Partnerships in Education; Teacher Evaluation; *Teacher Supply and Demand
IDENTIFIERS- *Mid Continent Regional Educational Laboratory; Reform Efforts

This issue describes the ongoing commitment of Mid-Continent Research for Education and Learning (McREL) to improve the quality of educational policy and practice in the mid-continent region and the U.S. as a whole. Four priority needs areas have been identified and will be the focus of McREL efforts for the next 5 years: (1) failure to support school reform efforts

Raseroka, Kay; Rodriguez, Adolfo; Wu, Jianzhong
IFLA Advisory Group on Division 8.
PUB DATE- 00
NOTE- 13p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; Developing Nations; Financial Support; Foreign Countries; *International Organizations; *Library Associations; *Organizational Change
IDENTIFIERS- *International Federation of Library Associations; *Organizational Structure

Following the 1999 IFLA (International Federation of Library Associations and Institutions) Conference, the Executive Board established an Advisory group to examine issues that were raised concerning Division 8, specifically the recommendation to mainstream Section 8 activities with the other seven divisions, thus dissolving this division. This document is a discussion paper by the Advisory Group covering: basic assumptions of the Advisory Group; background information on the creation of Division 8, ALP (Advancement of Librarianship in the Third World), and the Regional Offices; examination of the current structure, including funding support and strengths/weaknesses with regard to the regional groups; issues specific to Division 8; evaluation of the current structure; and recommendations and next steps. Of the seven recommendations made by the Advisory Group, three in particular stand out: (1) Division 8 should not be dissolved at this time; (2) the members of Division 8, the Regional Offices, ALP, and selected representatives should review, redefine and propose the regional organizational structure that will be most effective; and (3) funding for Division 8 and the Regional Offices should be examined and evaluated with an emphasis placed on consolidating funds, eliminating duplication of effort, and achieving a financial balance between the needs of the regional groups and IFLA's Divisions 1-7, Core Programmes, etc. (MES)

ED 450 736 IR 057 992

Coetzee, H. S.; de Boer, Ann-Louise
The Thinking Preferences of Learners in Cataloguing and Classification: Summary of a Study of Second Year Learners at the University of Pretoria.
PUB DATE- 00
NOTE- 10p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brain Hemisphere Functions; Cataloging; Classification; *Cognitive Style; *Curriculum Development; Foreign Countries; Higher Education; Individual Differences; *Instructional Design; Instructional Innovation; Learning Strategies; *Library Education; Problem Solving; Teaching Methods
IDENTIFIERS- Herrmann Brain Dominance Survey; University of

IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Classification; Comparative Analysis; *Electronic Libraries; Foreign Countries; Higher Education; *Internet; Library Services; Metadata
IDENTIFIERS- Bar Ilan University (Israel); *Search Engines

This paper discusses digital libraries on the Internet. The resource repository hierarchy, consisting of two major paradigms, search engines (SEs) and digital libraries, is presented. SEs are classified into three categories: basic-SE, directory, and meta-SE. The following six major characteristics of a library are summarized: collection of data objects; collection of metadata structures; collection of services; domain focus; quality control; and preservation. Three classifications of libraries are described: the paper/analog library, the automated/hybrid library, and the digital library. Digital libraries are further subdivided into three categories, i.e., stand-alone digital library, federated digital library, and harvested digital library (HDL), and these categories are compared. The harvesting model for HDLs is discussed, and the Katsir HDL, currently being developed at Bar-Ilan University (Israel) is described. Differences between SEs and digital libraries are considered. (Contains 17 references.) (MES)

ED 450 750 IR 058 014

Fitzgibbons, Shirley A.
Libraries and Literacy: A Preliminary Survey of the Literature.
PUB DATE- 00
NOTE- 30p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Role; Bibliographic Databases; Library Services; *Literacy; *Literacy Education; Literature Reviews
IDENTIFIERS- Library and Information Science Abstracts; Library Literature

A search of two major English language databases, Library Literature and LISA (Library and Information Science Abstracts) for 1990-2000 was undertaken for the latest reports pertaining to literacy, including major surveys, evaluation studies, manuals on libraries and literacy, and recent major national or regional literacy movements that involved libraries. Although an attempt was made to obtain materials on literacy and libraries in other countries, mainly documents from IFLA (International Federation of Library Associations and Institutions) and UNESCO (United Nations Educational, Scientific, and Cultural Organization) were located. This paper reports the results of the survey. Topics covered include: a brief history of literacy; major national and international studies of adult literacy; the role of international agencies; national and international literacy and reading campaigns; book access and funded projects; libraries and literacy historically and currently; evaluation reports; and guidelines for libraries involved in literacy. The bibliography lists 52 monographs, 19

NOTE- 12p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Archives; Authority Control (Information); *Bibliographic Records; *Cataloging; Comparative Analysis; Institutional Cooperation; International Cooperation; Libraries; Museums; Standards; User Needs (Information)
IDENTIFIERS- Conceptual Models; International Standard Bibliographic Description

This paper discusses interoperability between libraries, archives, and museums, focusing on how the user can have simultaneous access to all kinds of material based on a core level of description. Tools for description and conceptual data modeling are addressed, including ISAD(G) (General International Standard Archival Description), ISBD(G) (International Standard Bibliographic Description), and FRBR (Functional Requirements for Bibliographic Records). The conceptual models described in the FRBR and ISAD(G) are outlined. These include three groups of entities: (1) works (intellectual/artistic creation), expressions (realization of the work), manifestations (physical embodiments), and items (single exemplars of a manifestation); (2) persons and corporate bodies responsible for the intellectual creation or physical production, dissemination, or ownership of the entity being described; and (3) concepts, events, and places as the subjects of the work. Levels and relationships within the descriptive elements are summarized, and several elements in the ISAD(G) and ISBD(G) (i.e., reference codes, title, date(s), level of description, extent and medium of the unit of description, and name of creator(s)) are compared. Cataloging as a dynamic process and collection level cataloging are considered. Cooperation among IFLA (International Federation of Library Associations and Institutions) and ICA (Interaction Council on Archives) regarding authority information is also described. "CROSSWALKS" is appended. (MES)

ED 450 781 IR 058 037

Mwole, Kenneth Ivo Ngozi
Managing Information for Development in the 21st Century: Prospects for African Libraries, Challenges to the World.
PUB DATE- 00
NOTE- 16p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; Economic Development; Foreign Countries; Futures (of Society); *Information Management; *Information Technology; Library Automation; Library Development; *Library Role; *Library Services; Modernization
IDENTIFIERS- Africa

This paper discusses the role information can play in the development of African countries in the 21st century. It stresses that development information can only be guaranteed when libraries in Africa computerize their systems, form

Kitchen, Barbara
Librarian's Image in Children's Fiction.
PUB DATE- 00
NOTE- 43p.; Master of Library and Information Science, Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Books; Change; Characterization; Childrens Libraries; *Childrens Literature; Elementary Education; Fiction; *Librarians; Picture Books; Publications; *Stereotypes

The image of the librarian has engendered much discussion among professional librarians. Children's fiction and picture books are good mediums in which to examine the image of the librarian, since they provide impressionable children some of their earliest cultural knowledge. Children's authors can supply powerful images by means of text and illustrations that challenge or perpetuate stereotypes. The purpose of this research is to study the image of the librarian in children's literature in order to see how closely that image matches or differs from the traditional stereotypical image of the librarian used as a benchmark in the research of Barnhart and Elliot. Works published before 1990 will be compared with books published in 1990 and later in order to see if the image of the librarian in children's literature has changed to keep pace with modern technological changes. The method used in this research is content analysis. Eighty-eight children's fiction books and picture books were examined for their portrayal of 125 librarians. Major findings were that the only stereotypical traits persisting in the librarians in children's fiction are that the librarian is still female, white, polite and refined, and helpful. As the librarian's image evolves, the traditional negative stereotype is being replaced by a more positive contemporary view. Appendices include the librarian profile coding sheet, and reading list. (Contains 27 references.) (AEF)

ED 450 802 IR 058 070

Zepp, Diana
Distance Education in Library and Information Science Education: Trends and Issues.
PUB DATE- 00
NOTE- 59p.; Master of Library and Information Science, Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Computer Assisted Instruction; *Distance Education; Higher Education; *Information Science; Journal Articles; *Library Education; Library Research; *Library Schools; *Library Science; Program Evaluation; *Trend Analysis

This study measured current trends in distance education in the United States within Library and Information Science programs. The study was conducted, for the period 1989 to 1998, through a content analysis of journal articles from the "Library Literature" database, and through a content analysis of graduate catalogs from American Library Association (ALA) accredited library schools. Of 128 journal articles analyzed, 86% were non-research articles, with the main topic of discussion being distance education at a specific library program. The remaining 14% of the articles were dedicated to research, with 44% of that research pertaining to the study of not specifically designed for tracking students, they are a useful tool for identifying students' post-community college employment. The data indicate who is working, what their quarterly wages are, and in which industry they are employed. Most community colleges do not have access to centralized data that overcome the difficulty of unreported moves and changes of name or employer. State UI systems, however, have this kind of data, as well as information on quarterly earnings. They thus represent a valuable means of tracking and reporting on both graduates and nondegreed completers who remain in state. Appendices contain A Sample Release for Data Use; Coping without UI Data: The Massachusetts Model; Maximizing the Data in Florida and Sources of Further Information. (JA)

ED 450 820   JC 010 194

Report of the Working Committee on Public-Private Articulation Agreements.
PUB DATE- 97
NOTE- 31p.; Working Committee also established by the Ministry of Education, Skills, & Training. Committee co-chaired by Carol Matthews and Scott MacInnes.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); Colleges; *Educational Mobility; *Higher Education; Institutional Cooperation; *Intercollegiate Cooperation
IDENTIFIERS- *British Columbia; Canada

This report describes the need for arrangements between public postsecondary colleges and institutes and accredited private training institutions in British Columbia (Canada) to recognize the courses, programs, and credentials of the other. It also recommends a policy statement, eight criteria which must be met by agreements, and 17 principles and guidelines to govern the negotiating agreements for adoption by the Ministry and Center for Curriculum, Transfer and Technology (C2T2). Criteria include: (1) institutional autonomy; (2) accreditation; (3) quality; (4) course, program, and institutional fit; (5) faculty involvement; (6) educational approval; (7) centralized and accessible records; and (8) review. Private training institutions' courses or programs will be recognized by a provincial policy that is applied on a consistent, system-wide basis so that learners' interests are safeguarded. The private training institution should be registered with and accredited by the Private Postsecondary Education Commission. This report ends with a discussion of five issues significant to the success of articulation: (1) exceptions and how to deal with them; (2) strategies to increase institutional effectiveness; (3) costs; (4) system-level coordination; and (5) evaluation. Appendices contain a list of working committee members, terms of reference, the Private Postsecondary Education Commission accreditation process, and glossary of terms. (JA)

ED 450 821   JC 010 195

Mortimer, Kenneth P.
University of Hawaii Tuition Schedule Proposal, 1998-1999 and 1999-2000.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English

Countries; Governance; Higher Education; Participative Decision
Making; Program Evaluation; *Strategic Planning
IDENTIFIERS- *British Columbia

The articles in this issue of Learning Quarterly, published by the Centre for Curriculum, Transfer and Technology (British Columbia), discuss "Charting a New Course," a strategic plan for the college, institute, and agency system in British Columbia. Introduced in 1996, the plan resulted from a collaborative effort in which institutional presidents, board members, government personnel, representatives from faculty unions, and students all worked together to develop a more learner-centered vision for postsecondary education. The plan emphasized the need to ensure that courses and programs articulate clear and testable learning outcomes. Additionally, providing more space and educational opportunities was a significant goal given the increasing student population, the necessary retooling of much of the workforce, and the variety of backgrounds of potential postsecondary students. These articles discuss the plan's successes and failures in the past three years, from the viewpoints of a faculty member in the Biology Department at Capilano College, three support staff workers at Malaspina University-College, and several other people in the system. In general, it seems that the plan has had some success in providing a meaningful context for change and predicting significant trends in the sector. However, for the best parts of it to be effectively implemented and measured, a number of revisions are needed. (JA)

ED 450 842   JC 010 218

Battersby, Mark, Ed.
Assessment & Learning.
PUB DATE- 99
NOTE- 40p.; Published quarterly. Editor-in-chief is Devron Gager.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Role; *Community Colleges; *Educational
Assessment; Educational Methods; *Educational Objectives;
Educational Practices; *Evaluation Methods; Foreign Countries;
Higher Education; *Learning; Student Needs
IDENTIFIERS- *British Columbia

The articles in this issue of Learning Quarterly, published by the Centre for Curriculum, Transfer, and Technology (British Columbia), discuss the relationship between assessment and learning. Assessment can be used for three purposes in education: (1) to evaluate and credential (grade); (2) to determine institutional effectiveness; and (3) to promote learning. One article states that the practice and feedback aspect of assessment is what contributes most dramatically to student learning. Effective learning occurs where students come to internalize the project of learning, benefit from having meaningful assignments that develop their knowledge and skills, and receive useful feedback in order to improve performance. Assessment should not be limited to grading and credentialing. The best approach to assessment should express an understanding of the true role of educators and educational institutions, give clear articulation to educational goals, enhance student learning, and satisfy public demand for competent graduates and effective institutions. It is particularly important to explore the impact of assessment on student learning and motivation, and to augment understanding of the powerful implications of accountability. A key attribute of an effective learner is the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Technology; *Interpersonal Communication; Interpersonal Competence; Learning Strategies; *Professional Development; Program Implementation; Teacher Student Relationship; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Patrick Henry Community College VA

The 1990s saw a significant increase in the amount of technology used in the classroom and an increased need for individuals with high-tech skills. However, while this mass technology was being integrated, the human skills of instruction and advisement were being lost. Technology seemed to be negatively influencing the learning process. As a result, colleges have had to address the question of whether or not technology and academic procedures are providing an adequate learning environment. Technology should be used as a complementary part of the educational experience. At Patrick Henry Community College (Virginia), workshops and seminars in the fields of technology and interpersonal relations were scheduled to address this issue. After attending these workshops, faculty have found it easier to confer with one another and plan for better levels of service to customers; faculty are much more able to assist students with problems and questions; and students leave at graduation with credentials, certifications, and a greater knowledge of skills. Students are the direct beneficiaries of these workshops. Employers also benefit by receiving graduates with good interpersonal, problem-solving, and communication skills. (CJW)

ED 450 863 JC 010 252

Williams, Lindy
Telecommunication and Technology Infrastructure Program (TTIP) Certification for Expenditures, Fiscal Year 2000-2001.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *Community Colleges; Computer Mediated Communication; *Educational Finance; *Educational Technology; *Electronic Equipment; *Networks; *Telecommunications; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document presents the guidelines for the California Community College 2000-2001 State-Funded Telecommunication and Technology Infrastructure Program (TTIP) Program. The 2000-2001 State Budget Act contains $44.3 million for expenditures on the TTIP. The Act provides that $31,600,000 be allocated to colleges for the following purposes: (1) data and video network services provided by the California State University and California Community Colleges Network (4Cnet), including the acquisition and installation of equipment, lease of communications lines, software and other costs associated with connecting to the network; (2) local planning and development for improving library technology; (3) digital and analog satellite systems and components that were funded in fiscal year 1996-97; (4) development of technology plans on how each campus will implement the Technology II Strategic Plan; (5) campus development and expansion of local- and wide-area relationship between preschool teachers' engagement in developmentally appropriate practice and teachers' education/academic background, content of their early childhood teacher training, supervised practical experiences, years of employment in child care/education, and perceptions of reflective practices and the most predictive combination of the above variables in meeting NAEYC standards. The sample consisted of 64 teachers of 3-, 4-, and 5-year-olds from 20 licensed child care centers in western New York. The data included teacher scores on the Teacher Information Report and Reflective Teaching Instrument and the scores of teachers' classroom practices as measured by the NAEYC Classroom Observation Scale. Correlation of all identified variables listed above with the dependent variable of DAP were tested using the Pearson-Product moment correlation coefficient. Forward multiple regression procedures were used to determine which of the variables and which combination of these identified predictors contributed most extensively to DAP scores. Findings indicated that teachers' use of reflection, amount of supervised experiences, and content of early childhood teacher training were significantly related to DAP ratings. Among the three predictor variables, teachers' use of reflective teaching was the strongest predictor of DAP. The combination of teachers' use of reflection with the amount of supervised experience maximized the prediction of greater DAP. (Contains 28 references.) (Author/KB)

ED 450 882   PS 029 222

Douglas, Dorothy, Ed.
Alaska's Children, 2000. Alaska Head Start State Collaboration
  Project. Quarterly Report.
SPONS. AGENCY- Department of Health and Human Services,
  Washington, DC.
PUB DATE- 00
NOTE- 24p.; For 1999 quarterly reports, see ED 445 832. Only two
  reports were published in 2000.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Alaska Natives; *Brain; Child Welfare; Compensatory
  Education; Early Intervention; Emergent Literacy; Family
  Programs; Newsletters; *Preschool Children; *Preschool
  Education; Professional Associations; Program Descriptions;
  Well Being
IDENTIFIERS- Alaska; Brain Development; *Project Head Start;
  Welfare Reform

This document consists of the two 2000 issues of "Alaska's Children," which provides information on the Alaska Head Start State Collaboration Project and updates on Head Start activities in Alaska. Regular features include a calendar of conferences and meetings, a status report on Alaska's children, reports from the Alaska Children's Trust, and "Collaboration Briefings," updates on the collaboration project activities. The Winter 2000 issue focuses on brain development during the first 3 years of life, identifying 6 key findings and their implications for Alaska's children. This issue also discusses the governor's 1999 state of the child address. The Summer 2000 issue addresses welfare reform, focusing on the importance of correcting some of the negative results of welfare reform and providing family supports rather than sanctions; and outlines some of the well-being indicators proposed for the Alaska Child Indicators project. (KB)

(055)
DESCRIPTORS- *Adjustment (to Environment); *Child Development; Childhood Needs; Developmental Stages; Emotional Development; Foreign Countries; Grouping (Instructional Purposes); *Individual Differences; Personality; Preschool Children; *Preschool Education; Self Concept; Social Development; Student Interests; Teacher Student Relationship
IDENTIFIERS- Scotland

Based on the view that children cannot and should not be categorized into chronological age groups, this guide focuses on children's personal, social, and emotional development and dispositions. The guide encourages educators in early years settings in Scotland to view each child as an individual and to be prepared for the less developmentally mature child and to adjust the atmosphere, rhythm, and daily practices of the center when necessary to support the needs of children at different stages of development. Section 1 of the guide notes that when children come into a new environment, they need time to "settle in," and that throughout the year, as younger children enter early years settings, the rhythm and pace of the setting needs to be redefined to accommodate them as they settle into the established routine. Section 2, comprising the bulk of the book, describes the competencies, needs, and rights of the developing child and discusses four areas of development: personal or self, social, emotional, and dispositions or interests. Examples of children in early years settings are presented, along with questions and suggestions for teachers and for teams related to educational practice. Section 3 focuses on how educators can support children who are developmentally mature and settled into the routine while also supporting those who are exploring a new environment. Section 4 provides topics for early years team discussion regarding the center and day-to-day practices. Lists 12 titles for further reading. (KB)

ED 450 901   PS 029 243

Caddell, Dorothy
Working with Parents: A Shared Understanding of the Curriculum 3-5. Early Education Support Series.
PUB DATE- 01
NOTE- 86p.; For related guides, see PS 028 472-473 and PS 029 234-242.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Improvement; Foreign Countries; Parent Role; *Parent School Relationship; *Parent Teacher Cooperation; *Parents; Preschool Children; *Preschool Curriculum; *Preschool Education; *Preschool Teachers; School Community Relationship; School Readiness; Staff Development
IDENTIFIERS- Scotland

Based on the view that parents' role in their young children's learning must be viewed within the context of families' changing needs and the communities in which they live, this guide explores how staff in early years settings can further develop communication and contact with parents. The guide is designed for promoting greater understanding of the Curriculum Framework for Children 3 to 5 in Scotland and encourages staff to explore how they can use this curriculum to examine existing strategies for working with parents, establish priorities, evaluating entering kindergartners' skills in seven curricular domains. This report provides detailed baseline information on 28 of the 67 WSS performance indicators from a randomized sample of 30 percent of the kindergarten students in each county collected by their teachers during the first few weeks of the 2000-01 school year. The domains assessed by the WSS are: (1) social and personal development; (2) language and literacy; (3) mathematical thinking; (4) scientific thinking; (5) social studies; (6) the arts; and (7) physical development. Findings indicated that 40 percent of entering kindergarten students were rated by their teachers as fully ready for kindergarten work. Fifty percent needed targeted support to meet kindergarten expectations, and 10 percent needed considerable support to do kindergarten work successfully. Most of the support was in language development, mathematical and scientific thinking, and social studies. Girls scored higher than boys in all domains, with smaller gaps in mathematical and scientific thinking. Nearly 27 percent of children with disabilities were fully ready for kindergarten at entry, compared to 41 percent of children with no disabilities. The disaggregation of WSS data for ethnicity and prior early care and education experience was adversely influenced by several data collection and coding errors. The report's three appendices include a list of the selected WSS performance indicators, and county and selected city data. (KB)

ED 450 921 PS 029 263

Kluger, Miriam P., Ed.; Alexander, Gina, Ed.; Curtis, Patrick A., Ed.
What Works in Child Welfare.
PUB DATE- 00
NOTE- 369p.; "Foreword by Senator John Chafee."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adoption; Child Abuse; Child Neglect; *Child Welfare; *Children; Day Care; Delinquency; Early Childhood Education; Family Programs; Foster Care; Home Visits; Intervention; Outcomes of Treatment; Prevention; *Program Effectiveness; Substance Abuse; Youth Problems
IDENTIFIERS- Child Protective Services; Family Preservation Services; Family Resource and Support Programs; *Program Characteristics

Noting the importance of identifying the effectiveness of child welfare programs for future policy planning, this book examines features of successful programs. The book is presented in six sections: family preservation and family support services, child protective services, out-of-home care, adoption, child care, and adolescent services. Each chapter includes data about effective strategies, conflicting evidence, cost-effectiveness information when available, and a summary table. The chapters each identify what works in the following service areas: (1) family support services (Elizabeth Tracy); (2) family preservation services (Kristine Nelson); (3) wraparound programming (Russell Skiba and Steven Nicols); (4) nurse home visiting programs (John Eckenrode); (5) nonmedical home visiting: Healthy Families America (Karen McCurdy); (6) child protective services reforms (Amy Gordon); (7) safety and risk assessment for child protective services (Dana Hollinshead and John Fluke); (8) child focused techniques to prevent child sexual abuse (Patricia Mace); (9) protecting child witnesses (Kathleen Faller); (10) treatment services for abused children (Lucy Berliner and David Kolko); (11) treatment of batterers

Noting that the inclusion of young children with disabilities in early childhood programs has important short-term behavioral and social benefits for such children and their families and that arguments for an "ethic of inclusion" have emerged within the field, this paper maintains that much remains to be learned about the nature of early childhood inclusion. The paper notes that potentially important differences between programs involved in research and community-based preschool programs limit the ecological validity of much of the extant research on early childhood inclusion. Ecobehavioral assessment is described as one systematic approach to obtaining specific environmental and behavioral information about children's experiences in community-based early childhood programs. The paper then describes a multi-site, ecobehavioral investigation to assess the nature of preschool children's experiences in inclusive programs. Participating were 112 preschoolers with and without disabilities in 16 community-based, inclusive preschool programs in four states. The study found that children with and without disabilities exhibited similar child behaviors and were meaningfully engaged in a variety of adult- and child-initiated activities within similar activity contexts. Children without disabilities participated in more child-child social behaviors than did children with disabilities and also received less adult support and attention. These findings suggest that additional focused intervention efforts are necessary to promote and support peer interactions and social networks within inclusive preschools. A second study is also described, which examined levels of engagement in children with and without disabilities in adult- and child-initiated activities. That study found that children with and without disabilities had similar levels of engagement, were engaged more often in child- than adult-initiated activities, and were engaged in different types of child behavior when adults and children initiated activities. (Contains 33 references.) (KB)

ED 450 939   PS 029 286

Fisch, Shalom M., Ed.; Truglio, Rosemarie T., Ed.
"G" Is for Growing: Thirty Years of Research on Children and "Sesame Street."
PUB DATE- 01
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Children; *Childrens Television; Cross Cultural Studies; Cultural Differences; *Educational Television; Literature Reviews; Longitudinal Studies; Mass Media Effects; Program Effectiveness; Program Evaluation; Programming (Broadcast); Research Methodology; Research Problems; *Television Viewing
IDENTIFIERS- Childrens Television Workshop NY; *Sesame Street

"Sesame Street," 30-years-old in 1999, is possibly the most influential program in children's educational television. This book collects and synthesizes key research studies since the program's inception, describing the processes by which educational content and research are integrated into production, reviewing major studies of the program's impact, and examining the extension of "Sesame Street" into other cultures and media. The chapters are: (1) "The Beginnings of 'Sesame Street' Research" (Edward L. Palmer with Shalom M. Fisch); (2) "Creation and Evolution of the 'Sesame Street' the brain allows the baby to feel emotions and respond to situations, but much depends on how parents and others take care of him or her; (4) if a baby does not have lots of love and interesting things to do, he or she can lose some of the connections in the brain; (5) babies' brains grow better when people around them, especially their families, show them love; and (6) a baby's safety and health are also important, and require nourishing food, regular health care, a safe home, and a car seat. (HTH)

ED 450 956 PS 029 306

10 Things You Can Do To Help Your Baby = 10 Cosas Que Usted Puede Hacer Para Ayudar a Su Bebe.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 26p.; This pamphlet was directly adapted from an "I Am Your Child" Foundation publication.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affective Behavior; *Child Rearing; Childhood Needs; Discipline; *Early Experience; *Infants; Multilingual Materials; *Parent Child Relationship; Parent Education; Parent Role
IDENTIFIERS- Brain Development

This brochure for parents, in English- and Spanish-language versions, offers suggestions for helping infants develop securely. The suggestions are: (1) be warm, loving, and responsive; (2) respond to the child's cues and clues; (3) talk, read, and sing to your child every day; (4) establish routines and rituals; (5) encourage exploration and play; (6) limit television time; (7) use discipline as an opportunity to teach; (8) recognize that each child is unique; (9) take care of yourself; and (10) choose quality child care and stay involved. (HTH)

ED 450 957 PS 029 310

Umek, Ljubica Marjanovic; Kranjc, Simona; Fekonja, Urska
Child Development in the Context of Multicultural Pre-School Education.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cultural Differences; Culturally Relevant Education; Foreign Countries; *Multicultural Education; Outcomes of Education; *Play; *Preschool Children; *Preschool Curriculum; Preschool Education; Pretests Posttests; Social Cognition
IDENTIFIERS- *Slovenia

This study examined the impact of a multicultural preschool curriculum in Slovenia on preschool children's sensitization to cultural differences and understanding of themselves, others, and different cultures. The curriculum was implemented for a 1-

water and sewer systems, and policing agreements). A final section describes progress on the Northern Agenda, including creation of Canada's third territory, Nunavut, in 1999, and various agreements related to land claims, self-government, transfer of programs and services, and job creation. (TD)

ED 450 974   RC 022 145

Gathering Strength: Canada's Aboriginal Action Plan.
PUB DATE- 97
NOTE- 24p.; For 2000 progress report, see RC 022 144.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Education; American Indians; *Canada Natives; *Change Strategies; Economic Development; Eskimos; *Federal Indian Relationship; Finance Reform; Foreign Countries; Governance; *Governmental Structure; Management Development; *Public Policy; *Self Determination; Treaties; Tribal Government
IDENTIFIERS- *Canada; Nunavut

Designed to renew the relationship between the Canadian government and the Aboriginal peoples of Canada, this action plan contains a statement of reconciliation, a statement of renewal, and four key objectives for action. First, renewing partnerships includes community-based healing to address the negative effects of the residential schools system, a focus on the historical federal-Aboriginal treaty relationship, recognition of the importance of Aboriginal participation in program design and delivery, restructuring of federal institutions, support for an Aboriginal languages program, a public education campaign to increase understanding of Aboriginal issues, and a more coordinated approach to helping urban Aboriginal people. Second, strengthening Aboriginal governance involves recognizing existing Aboriginal governments and the right to self-government, building capacity for governance through professional development, affirming and commemorating treaties, cost-sharing on Metis enumeration, and facilitating participation of women in self-government. Third, developing a new fiscal relationship with Aboriginal governments and institutions includes improved revenue generating and data collection mechanisms, strong accountability, and training. Fourth, supporting strong communities includes increasing housing, water, sewer, health, youth, and police services; reforming education in partnership with First Nations; increasing Aboriginal business access to capital and markets; and reducing Aboriginal welfare dependence. A final section on Northern initiatives explains why the environment for Aboriginal policy in the North is different than in southern Canada and how the four objectives of the action plan are expected to be implemented there. (TD)

ED 450 975   RC 022 431

Swidler, Stephen A.; Hoffman, Jerry L.
Anticipating State Standards: Nebraska City Schools.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

expenditure per pupil is balanced with achievement-based equity, the best configuration seems to be one small single-unit school per district. While decreased size would increase costs, the fact that there is only one school with 13-15 grade levels would substantially diminish costs. (Contains 69 references.) (TD)

ED 450 992 RC 022 837

Milligan, Julie
Effective Staff Development in a Low Socio-Economic Rural Setting: A Microethnography of Teachers' Perceptions of Giftedness.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Conference of Arkansans for Gifted and Talented Education (Hot Springs, AR, February 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Creative Development; Disadvantaged Youth; Elementary Education; Elementary School Teachers; *Gifted Disadvantaged; *Identification; *Inservice Teacher Education; *Rural Schools; Staff Development; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Arkansas

This study explored teacher perceptions toward giftedness among rural children from economically disadvantaged backgrounds, before and after staff development. The study also explored the influence of staff development on teacher-designed instructional strategies to nurture giftedness. Five teachers at a K-4 school in rural Arkansas participated in the year-long study. Following the collection of baseline data, four inservice sessions were delivered over 2 months, and continuing staff development was provided in the form of team planning and demonstration teaching by the participant observer. Findings revealed multiple views of giftedness, personal influence, and the effect of systematic staff development for each of the five teachers. At the beginning of the study, each teacher relied on one or two indicators from four categories to determine giftedness: advanced thinking, creativity, academic excellence, or leadership abilities. Each teacher changed something about her perception of giftedness during the study. Initially, teachers had differing views about how they influenced learning potential. During the study, teachers came to feel that gifted potential was influenced through activities that involved students in thinking questions, creativity, experiential activities, and community resources. Two teachers implemented enrichment activities following staff development. Four of the five students nominated for the gifted program by the school were approved. A case study of one of the teachers is presented to illustrate findings. (Contains 24 references.) (TD)

ED 450 993 RC 022 840

State Auditor's Review of the Vermont Migrant Education Program, July 1, 1997 to December 31, 1999.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); Elementary Secondary Education;

mathematics classrooms. A survey was administered to 207 Mexican American secondary students who attended a summer enrichment program in mathematics and science at a university on the Texas-Mexico border. The students were typically of high ability and had voluntarily enrolled in the summer program. Primary language was English for 128 students and Spanish for 79 students. Among other areas, the survey examined the frequency of various communication activities in science and mathematics classrooms. These activities included explaining one's thinking, giving oral reports, discussing "current" events, sharing ideas and asking questions, working with others, and writing reports. Two-way analyses of variance were conducted with gender and primary language as independent variables. Results indicate that female students with Spanish as their primary language perceived opportunities to communicate at frequencies nearly equal to those of male and female English-dominant students. Male students with Spanish as their primary language reported the lowest frequencies of participation in classroom discourse in either mathematics or science classes. (Contains 25 references.) (SV)

ED 451 010 RC 022 876

Pennsylvania's Rural Homeless Reality.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Economically Disadvantaged; *Homeless People; Housing Needs; Poverty; Rural Areas; *Rural Population; Rural Urban Differences; *State Programs; *Welfare Services
IDENTIFIERS- *Access to Services; *Pennsylvania; Working Poor

The Center for Rural Pennsylvania analyzed data from the Pennsylvania Department of Public Welfare concerning rural homelessness for fiscal years 1997 through 1999. Findings indicate that rural Pennsylvania has a homeless population and it is growing. In 1999, more than 21,700 clients received homeless assistance in rural areas, 44 percent of whom were children. Between 1997 and 1999, the number of clients receiving homeless assistance in rural areas increased 20 percent. Much rural homelessness may be unreported because this analysis only included those who requested assistance, and because many of the rural homeless do not fit current definitions of homelessness developed for urban areas. The analysis also revealed that rural areas provide fewer services than most urban areas, most rural assistance is limited to case management services and assisted rental housing, few rural communities have emergency shelters, and most rural homelessness is among the working poor. Lack of affordable housing is an issue in many rural communities. There is a misconception that homelessness is an urban problem, or that when it occurs in rural areas, it affects only transients. For those rural residents facing homelessness because of domestic violence or substance abuse, the social stigma can be overwhelming. Education is an important first step in building an effective service delivery system. Funding is also an issue, as almost three times as many people are turned away in rural areas than in urban areas because of lack of funding. County data on homeless assistance, 1998-99, are included. (TD)

ED 451 011 RC 022 877

American Indian Education Foundation. Hearing before the

Human Genetic Variation. Grades 9-12. NIH Curriculum Supplement Series.
SPONS. AGENCY- National Institutes of Health (DHEW), Bethesda, MD.
PUB DATE- 99
NOTE- 121p.; Accompanying CD-ROM not available from ERIC. For related documents, see SE 064 202-203.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Critical Thinking; DNA; *Genetics; High Schools; *Inquiry; Medical Research; *Science Activities; Science Education; *Scientific Literacy

This curriculum supplement guide brings the latest medical discoveries to classrooms. This module focuses on the objectives of introducing students to the genetic variations of human beings, and developing an understanding of the relationship between biomedical research and personal and public health. This module includes five major sections: (1) "Understanding Human Genetic Variation"; (2) "Implementing Module"; (3) "Student Activities"; (4) "Additional Resources for Teachers"; and (5) a glossary and references section. (Contains 20 references.) (YDS)

ED 451 029 SE 064 202

Cell Biology and Cancer. Grades 9-12. NIH Curriculum Supplement Series.
SPONS. AGENCY- National Institutes of Health (DHEW), Bethesda, MD.
PUB DATE- 99
NOTE- 159p.; Accompanying CD-ROM not available from ERIC. For related documents, see SE 064 201-203.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Cancer; Critical Thinking; *Cytology; High Schools; *Inquiry; Medical Research; *Science Activities; Science Education; *Scientific Literacy

This curriculum supplement guide brings the latest medical discoveries to classrooms. This module focuses on the objectives of introducing students to major concepts related to the development of cancer and its impacts, and developing an understanding of the relationship between biomedical research and personal and public health. This module includes five major sections: (1) "Understanding Cancer"; (2) "Implementing Module"; (3) "Student Activities"; (4) "Additional Resources for Teachers"; and (5) a glossary and references section. (Contains 26 references.) (YDS)

ED 451 030 SE 064 203

Emerging and Re-Emerging Infectious Diseases. Grades 9-12. NIH Curriculum Supplement Series.
SPONS. AGENCY- National Institutes of Health (DHEW), Bethesda, MD.
PUB DATE- 99
NOTE- 160p.; Accompanying CD-ROM not available from ERIC. For related documents, see SE 064 201-202.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Biology; *Communicable Diseases; Critical Thinking; High Schools;

DESCRIPTORS- *Doctoral Degrees; Educational Trends; *Engineering; *Engineering Education; Higher Education; *Sciences; Tables (Data)

The data in this report show trends in doctorate awards by science and engineering (S&E) field and recipient characteristics, institutions awarding doctorates, and postgraduation plans of recipients. The source of the data is the Survey of Earned Doctorates (SED). The SED is conducted annually for the National Science Foundation (NSF) and four other federal agencies. Information from this survey becomes part of the Doctorate Records File, which is a census of recipients of research doctorates awarded since 1920 by regionally-accredited universities and colleges. Doctoral degrees such as the Ph.D. or D.Sc. are included in these surveys, but first-professional degrees such as the J.D. or M.D. are not. Data for the SED are collected directly from the individual doctorate recipients. The questionnaire is distributed through the cooperation of the Graduate Deans to persons as they are completing their doctorate. The data for a given year include all doctorates awarded in the 12-month period ending on June 30 of that year. These tables present detailed data on S&E doctorate recipients with some totals provided for broad non-S&E fields. Detailed data on non-S&E fields are published in the Summary Report and by other federal sponsors of the SED. The groupings of field specialties into broad fields may differ among the sponsoring agencies according to their missions. Approximately 92% of the annual cohort of doctorate recipients in 1999 responded to the questionnaire. Over the period 1989-1997, the response varied between 92% and 95%. Most of the numbers presented are actual self-reports as there are no adjustments made for nonresponse. For the nonrespondents, partial data from public sources are added; therefore, complete counts are presented for conferred doctorates by field of study and sex of recipient. Because some tables present data subject to nonresponse, these summaries represent the conservative known responses for any data item. Small changes in numbers should be interpreted with caution as numerical trends are affected by fluctuations in response rates, and declines and increases may appear greater than they might be in reality. (ASK)

ED 451 055   SE 064 614

Use of Interactive Video Technology To Teach Middle School Mathematics in Chicago Schools, September-November, 2000. Final Evaluation Report.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Technology; Elementary School Mathematics; *Interactive Video; Mathematics Curriculum; *Mathematics Instruction; Middle Schools; Secondary School Mathematics; Teaching Methods
IDENTIFIERS- Chicago Public Schools IL; Jasper Woodbury Problem Solving Series

This paper presents the evaluation of a program on the use of interactive video technology to teach mathematics in middle schools. The implementation of the Adventures of Jasper Woodbury mathematics program involved 17 math teachers from eight schools in the Chicago area from September through November, 2000. The teachers were trained at Northeastern Illinois University. The training team included four

Gibson, Helen L.; Van Strat, Georgena A.
A Longitudinal Study of the Impact of Constructivist Instructional Methods on Preservice Teachers' Attitudes toward Teaching and Learning Mathematics and Science.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 26-29, 2001). Also supported by the Massachusetts Eisenhower Higher Education Development Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Constructivism (Learning); Elementary Secondary Education; Ethnicity; Longitudinal Studies; Mathematics Education; Preservice Teachers; Science Education; Social Influences; *Teacher Attitudes; *Teaching Methods

This paper documents a 3-year longitudinal study designed to track changes in preservice teachers' attitudes toward teaching and learning mathematics and science while enrolled in an Urban Preservice Degree Articulation in Teacher Education (UPDATE) Project. The primary goal of this project was to provide a pathway for urban para-educators of color to become certified teachers. The pilot project was designed to address the need for more teachers that reflect the ethnicities of the student population in urban public school districts. Data indicate that constructivist instructional methods used in science and mathematics courses had a positive impact on preservice teachers' understanding of mathematical and scientific concepts and their attitudes. (Contains 42 references.) (ASK)

ED 451 088   SO 031 632

New Jersey Visual and Performing Arts Curriculum Framework.
PUB DATE- 98
NOTE- 378p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Art Education; Curriculum Development; *Dance Education; Elementary Secondary Education; Experiential Learning; *Music Education; Public Schools; *State Standards; Student Development; *Theater Arts; *Visual Arts
IDENTIFIERS- *New Jersey

The purpose of New Jersey's Visual and Performing Arts Standards is to improve student achievement in arts education, not arts-as-entertainment, not art-assembly projects, not art-as-activity. An education in the arts requires curricular scope and sequence and the intellectual rigor of experiential learning. The Visual and Performing Arts Standards require that all students at the elementary level experience arts education in all four arts disciplines: dance, music, theater, and visual arts. As students become selective in their preferred form of artistic expression at the middle and high school levels, they are expected to gain expertise. The intent of this Framework is to support the educational content reform in arts education that was initiated by the "New Jersey Visual and Performing Arts Core Curriculum Content Standards" and to generate higher levels of achievement for all students in arts education.

at the secondary level. Over 150 teachers from BC and Japan were asked to: (1) sort through 50 potential definers denoting possible attributes of critical thinking; (2) rank the 10 most significant; and (3) answer a questionnaire about the nature of critical thinking. Quantitative data, reduced through factor analysis, yielded a 5-factor solution: Scientific Reasoning, Cognitive Strategizing, Conscientious Judgments, Relevance, and Intellectual Engagement. From a synthesis of quantitative and qualitative data from teachers surveyed as well as expert opinion, critical thinking was found to be a process in which an individual is actively engaged in analyzing, reasoning, questioning, and searching for alternatives to solve a problem or to make a decision or judgment. While over half the teachers indicated critical thinking was part of their curriculum and teaching, many were unable to articulate how to teach it effectively, and there were significant differences in their conceptions of critical thinking. (Contains 7 figures, 11 tables, and 83 references. Teacher questionnaires in English and Japanese, critical thinking definers spreadsheet, and related component matrix of 50 definers are appended.) (Author/BT)

ED 451 100   SO 032 615

Stockard, James W., Jr.
Methods and Resources for Elementary and Middle-School Social Studies.
PUB DATE- 01
NOTE- 484p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Core Curriculum; Elementary Education; Instructional Effectiveness; Middle Schools; Multiple Intelligences; National Standards; *Social Studies; *Teaching Methods
IDENTIFIERS- Technology Integration; Trade Books

Designed for preservice elementary and/or middle school teachers, this methods and resources volume compiles well-researched information on social studies education. It uses the standards recommended by the National Council for the Social Studies (NCSS) as a foundation, thoroughly discussing the core disciplines and thematic strands. The book displays a range of teaching methods and tools, including lesson planning, skills development, assessment, multiple intelligences, determining one's personal philosophy of education, and utilizing information technology. It features topical issues such as media ethics and influence, multicultural education, globalization, interdisciplinary studies, cooperative/collaborative learning and teaching, special education, and effective utilization of children's literature. Special emphasis is given to information technology. The book is divided into the following chapters: (1) "Foundations for Teaching Social Studies"; (2) "Core Disciplines of the Social Studies"; (3) "Standards and Thematic Strands"; (4) "Historical Background for the Social Studies"; (5) "Delivering Instruction: Planning Lessons, Units, and Projects"; (6) "Developing Skills in Social Studies"; (7) "Multiple Intelligences"; (8) "Teaching Essential Globe and Map Skills in Social Studies"; (9) "Using Technology in Social Studies"; (10) "Current Events, Media Ethics, and Media Influence"; (11) "Vital Topics in Social Studies"; (12) "Teaching Social Studies classes. The book explores topics such as gender, race, Vietnam, and civil rights. It provides specific lessons teachers can use to study conflict. All manner of resources are explained, with an emphasis on how to access those resources and use them effectively in instruction. There are templates for the activities as well as critical thinking worksheets, film synopses, and other tips. Following a preface and a foreword, the book is divided into these chapters: "Introduction: The Challenge of Conflict"; (1) "Of Things Revolutionary: Lexington, Concord, and Beyond"; (2) "Survivors of Custer's Last Stand Indians, Anglos, and the West"; (3) "The Central Dilemma: Race in American History"; (4) "America's Second Reconstruction: 1954-1968, Exploring the Civil Rights Movement"; (5) "Gender and the American Past"; and (6) "Remembering Vietnam." Contains general references; templates and other materials are in the following appendixes: (A) "The West"; (B) "Custer/Battle of the Little Bighorn Unit Material"; (C) "Civil Rights Movement Film Synopses"; (D) "Vietnam Material"; (E) "Historical Head Template"; and (F) "Rubric Reference Page." (BT)

ED 451 123   SO 032 650

Garfunkel, Jon
Approaching Tibetan Studies: A Resource Handbook for Educators.
PUB DATE- 01
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Area Studies; *Asian Studies; *Cultural Context; Elementary Secondary Education; Foreign Countries; *Geography; *Political Issues; *Resources
IDENTIFIERS- China (Tibet)

This resource handbook for educators is divided into three broad sections: "Curricular Ideas and Support Materials"; "About Tibet"; and "Suggested Sources for the Study of Tibet." The handbook's first section, "Curricular Ideas and Support Materials," contains the following subdivisions: "Thematic Approaches for the Study of Tibet"; "Curricular Ideas and Suggestions for Educators K-12"; "Food for Thought on Examining Tibetan Issues"; "Questions for Discussion and Writing Assignments"; "Essential Questions on the Tibetan Issue"; "Glossary of Political Terms Associated with the Tibetan Situation"; "Useful Quotes"; "Ideas for Broadening One's Tibetan Experience"; "Ideas for Getting Involved with Tibetan Issues"; "Tibetan Prayer Flag Lesson"; and "Tibetan Prayer Flag Worksheet." The second section, "About Tibet," contains these subdivisions: "Geography of Tibet"; "Tibet: A Physical Map"; "Tibet: A Political Map"; "Tibet: 1959"; "An Outline of Tibetan Culture, by Robert A. F. Thurman"; and "Chronology of Tibetan History." The third section, "Suggested Sources for the Study of Tibet," contains suggestions for locating resources for grades K-4, for grades 5-8, for grades 9-12, for educators, by topic, in periodicals, in music, in video, by organization, and on the World Wide Web. (BT)

ED 451 124   SO 032 651

Brophy, Jere; Alleman, Janet; O'Mahony, Carolyn
Primary-Grade Students' Knowledge and Thinking about Food as a Cultural Universal.

Student/Faculty Dialogue Model.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Group Discussion; Higher Education; Preservice Teacher Education; Student Teachers; *Teacher Collaboration; Teacher Educators; *Teacher Student Relationship; Workshops
IDENTIFIERS- University of North Carolina

To encourage dialogue between student teachers and college faculty, the Carolina Colloquy for University Teaching, an organization of the 16 public universities in the University of North Carolina (UNC) system, designed a 1-day, systemwide conference on building bridges (11th, Winston-Salem, NC, March 19, 1999). The goals were to provide an opportunity for students and faculty to talk with and listen to each other about teaching and learning and to provide a model which could be adapted for local campus use. Faculty members and students were required to register in pairs and were requested to be as diverse as possible. The day's dialogue focused on perceptions and expectations which students and faculty had about each other. Participants gave the conference very high ratings. The paper presents the story of one UNC campus' adaptation of the conference model for its own use. This effort involved 29 student/faculty pairs who met over the course of a day to discuss teaching and learning. The workshop received high ratings. Attached are: the Carolina Colloquy for University Teaching conference schedule, suggestions for implementing student/faculty dialogue, and a bibliography. (Contains an annotated bibliography with 40 print and Web site references.) (SM)

ED 451 143   SP 039 810

Robichaux, Rebecca R.; Guarino, A. J.
Predictors of Visualization: A Structural Equation Model.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Architecture; College Students; Ethnicity; Family Income; Family Influence; Higher Education; Hobbies; Mathematics; Music Education; Sex Differences; *Spatial Ability; Student Characteristics; *Student Experience; Thinking Skills; Visual Perception; *Visualization
IDENTIFIERS- Mechanical Engineering

This study tested a causal model of the development of spatial visualization based on a synthesis of past and present research. During the summer and fall of 1999, 117 third- and fourth-year undergraduates majoring in architecture, mathematics, mathematics education, and mechanical engineering completed a spatial visualization test and a background questionnaire during one class period. The spatial visualization test included 32 multiple choice items, each involving an object made up of small unit cubes seen from a certain perspective. Students had to determine which of five other objects was the same as the one shown, but from another

Finding One's Place: Teaching Styles and Peer Relations in Diverse Classrooms. Sociology of Education Series.
PUB DATE- 00
NOTE- 179p.; Foreword by Sanford M. Dornbusch.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Desegregation; Cooperative Learning; *Diversity (Student); Elementary Education; Elementary School Students; Elementary School Teachers; Grade 4; Heterogeneous Grouping; Intermediate Grades; Interpersonal Competence; Leadership Styles; *Peer Relationship; Politics of Education; Social Stratification; Socioeconomic Status; Student Behavior; *Teaching Styles

This book highlights one school district's attempt to desegregate its schools according to socioeconomic status, focusing on a study of 10 fourth-grade classrooms. The study uncovered the ways that teachers' leadership styles, tasks, and reward structures affected students' peer relations. The 9 chapters focus on: (1) "Socioeconomic Desegregation and Community Politics" (the community of LaCrosse and the desegregation plan); (2) "Desegregation, Integration, and the Gulf That Can Lie Between Them" (desegregation and integration and classroom social organization); (3) "Places and Cases: The Toolbox Opened" (selection of 5 schools and 10 classrooms and data sources); (4) "Stepping Inside Ten Classrooms" (descriptive framework for activity and reward structure and the classrooms); (5) "A First Look at Peer Relations: Hierarchy and Egalitarianism" (predicting the shape of peer relations and distributions of workmate nominations); (6) "More on Peer Relations: Cohesive Subgroups" (e.g., two classrooms compared, subgroup membership, and egalitarian versus hierarchy); (7) "A Further Examination of Workmates and Playmates" (the models and findings); (8) "The Roots of Belonging and Participation" (location and focusing on students); and (9) "Implications for Educational Research and Practice" (revisiting five conditions for improved intergroup relations). An appendix presents the Student Sociometric Survey Instrument. (Contains references.) (SM)

ED 451 163 SP 039 837

Daly, James K., Ed.; Schall, Patricia L., Ed.; Skeele, Rosemary W., Ed.
Protecting the Right To Teach and Learn: Power, Politics, and Public Schools.
PUB DATE- 01
NOTE- 224p.; Foreword by John S. Mayher.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Freedom; *Censorship; Elementary Secondary Education; Freedom of Information; Higher Education; Intellectual Freedom; *Politics of Education; Preservice Teacher Education; Public Schools

This book examines the potential pitfalls in public school classrooms related to censorship, revealing some fundamental clashes of values over the nature of schooling and the purposes of education. The essence of this book comes from a 6-year case study of one elementary school in which a challenge became a crisis. After an "Introduction" (James K. Daly, Patricia L. Schall, and Rosemary W. Skeele), there are seven chapters in three parts. Part 1, "A Case Study of a Community in Conflict," Results indicated that instruction in the PRPE was effective in promoting participants' growth in knowledge, skills, and dispositions related to diversity, technology, and the HMER agenda. Dividing leadership and responsibility between co-facilitators for each cohort was an effective strategy. (Contains 16 references.) (SM)

ED 451 182 SP 039 865

Salzman, Stephanie A.; Denner, Peter R.; Bangert, Arthur W.; Harris, Larry B.
Connecting Teacher Performance to the Learning of All Students: Ethical Dimensions of Shared Responsibility.
SPONS. AGENCY- J.A. and Kathryn Albertson Foundation, Inc., Boise, ID.
PUB DATE- 01
NOTE- 50p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; Higher Education; Job Performance; Performance Tests; Preservice Teacher Education; *State Standards; Student Teachers; *Teacher Competencies; *Teaching Skills; *Work Sample Tests

This paper presents the results of a benchmarking, validity, and generalizability study of the use of teacher work samples to assess the ability of preservice and inservice teachers to meet program and state teaching standards and to impact the learning of the students they teach. The assessment approach builds upon the Teacher Work Sample Methodology of Western Oregon University. A major goal of the study was to identify "benchmarks" or exemplars of performance along the full developmental continuum from beginning to expert teaching by having sample groups of early interns, student teaching interns, experienced teachers, and National Board Certified teachers complete teacher work samples. The study also examined whether work samples could be feasibly and equitably administered and scored with sufficient reliability to warrant their use for high-stakes decisions about the effectiveness of teaching performance. Results of the study show initial support for teacher work sample assessment as a way to provide valid and credible evidence connecting teaching performance to student learning. (Contains 18 references.) (Author/SM)

ED 451 183 SP 039 866

Ford, Michael P.; Ceballos-Vega, Carmen
Educators as Caring Intellectuals: Rediscovering the Conceptual Framework as Catalyst for Change.
PUB DATE- 01
NOTE- 35p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Change; Elementary Secondary Education; Higher Education; Intellectual

Institutions Leading to Student Performance, Learning, and Growth: A Response to Accountability and Accreditation Forces in Two and Four Year Sectors" (Linda C. Strauss and J. Fredericks Volkwein); (18) "Using Qualitative Analytic Methods for Institutional Research" (Carol Trosset); (19) "Assessing Outcomes for School of Business Majors Using a Primary Trait Analysis" (David W. Wright and Marsha V. Krotseng); and (20) "The Impact of Remedial English Courses on Student College-Level Coursework Performance and Persistence" (Meihua Zhai and Jennie Skerl). The conference program is included. Each paper contains references. (SLD)

ED 451 282   TM 032 428

King, Fredrick; Kobak, Jared
CIM Academy Summer School: A Report of the Evaluation of the 2000 Summer School.
PUB DATE- 00
NOTE- 73p.; Produced by Portland Public Schools, Research, Evaluation, & Assessment Department.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Attendance; Elementary Education; *Elementary School Students; Parents; Program Effectiveness; Program Evaluation; State Standards; *Summer Schools
IDENTIFIERS- *Certificate of Initial Mastery; *Portland School District OR

The Certificate of Initial Mastery (CIM) Academy summer school in Portland, Oregon, is a public school program that provides additional support to students in grades 5 through 8 who are not meeting state and district standards in reading and mathematics. Summer 2000 was the second year of this program, and this session benefited from the evaluation of the previous year's program. The CIM Academy was held at 8 sites, with 1,136 students participating regularly in the 24-day program. Reading instruction focused on literal and inferential comprehension, and mathematics instruction focused on calculation/estimation and algebraic relationships. Students in all grades received writing instruction or practice. The program evaluation, which included staff interviews and a survey completed by 112 parents, indicated that the CIM Academy was successful in meeting all its goals for summer 2000. The average daily attendance goal of 90% was surpassed with an average daily attendance of 92.5%. Thirty-one percent to 41% of the students below state standards in reading and mathematics moved to a higher achievement category, surpassing the goal of 30% advancement. The CIM Academy helped students improve their academic achievement even beyond the attainment of the summer school goals, with the largest gains made by students who were not yet meeting state and district standards when they started the program. Other benefits included social contact during the summer, a safe summer activity, and the development of supportive relationships with teachers. Recommendations for program improvement center on administrative processes, better teacher training, and better student record keeping. Eight appendixes contain case studies, information about achievement gains, the parent and teacher interview protocols, and supplemental reports. (Contains 7 tables and 18 figures.) (SLD)

ED 451 283   TM 032 429

adequately; (2) lack of capacity to use standards to reform classroom practice; (3) declining availability of quality teachers; and (4) lack of leadership capacity to build high-performing learning systems. A letter from McREL's Executive Director reaffirms the laboratory's commitment to educational improvement. The issue also contains a discussion of "Leadership in Support of Systemic Reform," a discussion of "Creating Communities of Learners" in Kansas and South Dakota, and lists of essential education resources from McREL and other agencies and educators. A section titled "On the National Front" discusses a national dialogue on standards-based education in which McREL will participate. "Research from the Field" summarizes some research projects in class size reduction and teacher testing. A message from the McREL Board of Directors closes this issue by discussing the Board's role in educational improvement. (SLD)

ED 451 225   TM 032 453

Batchelder, Michelle
Austin Collaborative for Mathematics Education 1999-2000 Evaluation.
PUB DATE- 01
NOTE- 92p.; For the 1998-1999 annual report, see ED 442 805.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Improvement; Elementary Education; *Elementary School Students; *Inservice Teacher Education; *Mathematics Education; *Middle School Students; Middle Schools; *Professional Development; Questionnaires
IDENTIFIERS- *Austin Independent School District TX

The Austin Collaborative for Mathematics Education (ACME) is a districtwide initiative to improve mathematics education in all elementary and middle school classrooms in the Austin Independent School District, Texas (AISD). The initiative, funded by the National Science Foundation and the school district, provides long-term, high-quality professional development to build the instructional capacity of more than 2,000 AISD mathematics teachers. This evaluation of ACME effectiveness was based on student mathematics test results from the Texas Assessment of Academic Skills (TAAS) and Iowa Tests of Basic Skills (ITBS); mathematics results; observations of 40 mathematics lessons and 7 professional development sessions; principal (n=88) and teacher (n=250) questionnaires, interviews with 10 teachers, AISD staff and administrators; and other AISD documents. As assessed by the ITBS, student basic mathematics knowledge has remained steady since the implementation of the ACME project. The percentage of students passing the TAAS rose from the 1998-1999 passing rates for most groups. Larger gains were seen for African American, Hispanic, and economically disadvantaged students even though those students continued to lag behind White students. ACME staff provided teachers with high quality, long-term professional development that was particularly effective in helping teachers who were not experienced with standards-based instruction learn how to use the designated curriculum resources. However, ACME professional development alone has not generally helped teachers who achieve a moderate level of competence become strong implementers of standards-based instruction. Recommendations are made for program improvement. Appendixes contain a discussion of gains and losses in TAAS mathematics scores, a chart of changes in professional development and

Pretoria (South Africa)

Educators and learners have diverse thinking style preferences. Recognition of this difference in preferences is very important in the design of a curriculum and the way it is taught. Educators are often unaware of the way learners think and learn. Cataloging and classification can only be taught effectively if the diversity in thinking style is taken into account. Innovative teaching practices should be used to facilitate creative problem solving by learners. Cataloging and classification require both systematic and logical thinking in the creation of bibliographic data and wider interpretative skills when assigning classification numbers and subject headings. The thinking style preferences of a group of second year learners in cataloging and classification at the University of Pretoria (South Africa) was determined by means of the Herrmann Brain Dominance Instrument (HBDI), resulting in a profile indicating potential competency. A variety of teaching strategies should be used to give learners insight into their own way of thinking and to apply this knowledge for self development. Taking the diversity of learning styles of the group of learners into consideration, the curriculum and teaching style should be adapted and the ensuing results evaluated in the third year of study to establish whether the thinking preferences of the same group of learners have changed. (MES)

ED 450 737 IR 057 993

Bolt, Nancy M.
Intranets and Extranets at State Libraries in the United States.
PUB DATE- 00
NOTE- 18p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Design Preferences; Library Surveys; *State Libraries; Tables (Data); *World Wide Web
IDENTIFIERS- Alaska; Colorado; *Extranets; *Intranets; Ohio; Oregon; Rhode Island; Utah; Web Site Design; Web Sites

This paper is an analysis of Intranets and Extranets at selected state libraries in the United States. The paper does not review World Wide Web sites designed for use by the general public; rather, it focuses on Web sites designed and delivered by the state library to a targeted audience, typically state government employees, state library employees, or the library community. The author sent an electronic message to all state libraries, providing a definition of both an Intranet and an Extranet, and asked if any states managed or were part of an Intranet or Extranet whose URL could be shared. Intranets and/or Extranets of the state libraries in Alaska, Colorado, Ohio, Oregon, Rhode Island, and Utah were examined and analyzed in four basic areas: organizational placement of the Web site; content of the Web site (both Intranet and Extranet); a critique of the site design for ease of use and navigation; and observations and recommendations for those designing Intranets and Extranets. Two tables present comparisons of content by state for Intranets and Extranets. (MES)

ED 450 738 IR 057 994

Bothma, Theo J. D.; Snyman, Retha

World Wide Web sites, and 129 articles. (MES)

ED 450 759   IR 058 015

Gallart, Nuria
The Future of Copyright Management: Library Perspectives.
PUB DATE- 00
NOTE- 7p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Copyrights; *Electronic Libraries; Electronic Publishing; *Information Technology; *Library Role; *Library Services; Preservation
IDENTIFIERS- *Digital Data; *Licence Agreements

This paper concentrates on the identification of the main trends that are visible from a librarian's perspective in the area of copyright management in the digital environment. The first section discusses the expansion of licensing, including reasons for this trend, standards for licenses, and collecting societies (i.e., societies that act on behalf of authors and other rights holders) in the digital environment. The second section addresses libraries as hosting/publishing services, including elements of copyright management, and preservation considerations. While stressing the importance of copyright issues, the conclusion is that management and ownership of digital collections, distributed all over the world, is the only way for libraries to survive and to have a chance to fulfill their mission in the digital environment. (MES)

ED 450 760   IR 058 016

Parker, Sandra; Hare, Catherine; Gannon-Leary, Pat
National Vocational Qualifications (NVQs): One Route To Improve the Status of Women in Libraries?
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; Foreign Countries; *Library Education; Library Personnel; *National Standards; Postsecondary Education; Professional Development; *Qualifications
IDENTIFIERS- *National Vocational Qualifications (England); Scottish Vocational Qualifications

This paper discusses the potential of National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs) to improve the status of women in Great Britain. The first section introduces NVQs and provides historical background. The second section addresses the question: What is an SVQ or NVQ, and what is involved in getting one? Mandatory and optional NVQ units for information and library staff are listed. The third section considers the benefits to women, including the ability to meet qualifications on the job, flexibility, exemptions for existing skills, costs, and career progression and development. The third section covers networks for resource sharing, and take advantage of the benefits of information technology (IT), especially CD-ROM and the Internet. An in-depth review of the information management climate of African libraries was made, and this was found to be unfavorable. Problems inhibiting IT application by African libraries include apathy and inadequate government funding, undeveloped information and communication infrastructure, and shortage of technical manpower. Despite the bottlenecks, African libraries need to efficiently and effectively manage information in the 21st century in order to facilitate technology transfer, support education and research, and project Africa's achievements to the rest of the world. Considering the widespread democratization in Africa, blueprints for improved economy, better provision of information infrastructure, and progress already made in IT application and networking, it was established that the chances of African libraries automating their services in the 21st century are very bright. The paper concludes that the challenge for taking positive steps to promote modern information management in the new millennium is not only for African libraries, but for the world at large. (Contains 24 references.) (Author/MES)

ED 450 782   IR 058 038

Parent, Ingrid
Serials Standards in Convergence: ISBD(S) Developments.
PUB DATE- 00
NOTE- 7p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Bibliographic Records; *Cataloging; Electronic Publishing; International Cooperation; *Serials; *Standards
IDENTIFIERS- *International Standard Bibliographic Description; Titles

This paper provides an update on the revision process undertaken to produce a new, relevant, and useful ISBD(S) (International Standard Bibliographic Description) standard for describing serial publications in both print and electronic formats. Highlights include: the concept of "integrating resource," i.e., a bibliographic resource that is added to or changed by means of updates that do not remain discrete and are integrated into the whole; modification of the definition for serial; determining what is a major title change; the process followed by the Working Group to revise the existing ISBD(S) standard; and the new concept of the ISST (International Standard Serial Title), including related issues that need to be addressed. The following benefits of developing an up-to-date serials standard are summarized in conclusion: increased opportunities for national and international record sharing; elimination of confusion for users and catalogers trying to identity and locate material; and use of one record for national library catalogs and reporting of the international ISSN (International Standard Serial Number) agency. (MES)

ED 450 783   IR 058 039

distance education students. A significant finding was that slightly more than half (56%) of the 128 articles were published in the three-year period 1996 through 1998, with the Internet being the technology category most cited. The analysis of graduate catalogs found a definite increase in the use of distance education. In 1989, 16.67% of accredited library programs used distance education. By 1998, the number of accredited programs using distance education had increased to 75%. In 1989, no school offered the entire Master of Library Science through distance education. By 1998, 18.75% of schools offered the degree in that manner. In 1989, the dominant delivery system for distance education was an audio/video-based technology, with no use of the Internet. By 1998, 22.22% of the 36 accredited library programs offering distance education were using only an Internet-based technology to delivery classes, and 50% of those 36 programs were using both the Internet and audio/video technologies in combination. Appendixes include a list of ALA accredited library programs and coding sheets. (Contains 28 references.) (AEF)

ED 450 083   IR 058 071

O'Connor, Lisa, Comp.
Managing Corporate Annual Reports. SPEC Kit 258.
PUB DATE- 00
NOTE- 99p.; SPEC Flyer not included with this SPEC Kit. Published six times per year.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Annual Reports; Corporations; Higher Education; Library Acquisition; *Library Collections; Library Materials; Library Policy; *Library Services; Library Surveys; Printed Materials; *Research Libraries

The purpose of the survey for this SPEC (Systems and Procedures Exchange Center) Kit was to assess the current print corporate annual report collection practices of ARL (Association of Research Libraries) libraries, describe the effects of these collections, and recommend best practices for preserving these significant historical documents. The survey was distributed to the 121 ARL member institutions in March 2000, and 86 responses (71%) were received. Of these respondents, 47 (55%) currently collect annual reports in their original print format. The majority of responding libraries (64%) collect annual reports for between 300 and 500 companies. All of these collections include for-profit corporations and many include both local (72%) and international (64%) corporations. Only a few of the responding libraries (26%) have formal, written selection policies for their annual report collections. Most libraries (60%) reported that the maintenance of the annual report collection is greater than "a small commitment." Seventy-four percent of respondents acquire reports through locally maintained mailing lists. Only 11% of responding libraries utilize an annual report ordering service. Library support staff (77%) and student assistants (45%) are most likely to be involved in the labor of maintaining annual reports collections, although many libraries indicated that the work is a cooperative venture. Most responding libraries (58%) provide some type of finding mechanism for their collections. Most annual reports are not circulated (68%), and usage statistics are not collected in an overwhelming majority (83%) of cases.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board Administrator Relationship; College Planning; Educational Finance; *Higher Education; School Administration; State Universities; *Tuition; Tuition Grants
IDENTIFIERS- *University of Hawaii

This document outlines the University of Hawaii's tuition schedule proposal, which recommends that the Board of Regents approve rate schedules in four areas for 1998-1999 and 1999-2000: (1) full-time tuition schedule per semester; (2) continuing education and community services per-credit-hour schedule; (3) summer session per-credit-hour schedule; and (4) apprentice and journey worker per-clock-hour schedule. The proposed tuition schedule for community college students is $492/semester for residents in 1998-99 and $516 for 1999-2000. The modest dollar tuition increases proposed for 1998-1999 and 1999-2000 are based on a rationale that takes into consideration the components of the Board of Regents tuition setting policy. The proposed increases for the next two years, when coupled with available financial assistance, will continue to afford access for Hawaii's residents. Approximately $10 million of tuition revenues were set aside and used to grant one out of every seven students' tuition wavers in the past year. These tuition waiver programs will continue. In addition to the rationale for the tuition proposal for 1998-1999 and 1999-2000, the following attachments are enclosed: proposed tuition schedules; key characteristics of the proposal; background information on tuition and Hope and Lifetime Learning tax credits; per-credit-hour schedule; institutional comparisons of tuition rates; and summary of comments as concerns raised at public meetings. (JA)

ED 450 822 JC 010 196

Beachler, Judith
Key Issues for Planning from the 1997 and 1998 Environmental Scans.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; *Community Colleges; Degrees (Academic); *Environmental Scanning; Futures (of Society); *Strategic Planning; *Trend Analysis; Two Year College Students; Two Year Colleges
IDENTIFIERS- Los Rios Community College District CA

This document provides an analysis of the 1997 and 1998 Sacramento environmental scans completed by Los Rios Community College District (California). Findings include: (1) new high school graduates and new older students are, on average, earning GPAs and success rates that are below average for all students; (2) specific Los Rios ethnic minority student groups, such as African American and Latino, achieve course completion rates that are much lower than those achieved by Asian and white students in Los Rios colleges, by 10% or more; (3) high school graduates are a rapidly growing population sector; and (4) for the past four-year period, an average of 6% of all Los Rios students earned degrees and certificates, while an average of 39% of all students had goals to earn degrees or certificates. Other findings were that, among the 25 fastest growing occupations, 50% of the average annual openings require ability to critically analyze one's achievements and progress. Self-assessment, or learner agency, is the core of assessment, as ultimately the learner must take responsibility and ownership of the learning process. (JA)

ED 450 843   JC 010 219

Glyer-Culver, Betty
Los Rios Community College District Fall 1999 Student Profile, Based upon First Census Data.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Environment; *Community Colleges; Educational Trends; Enrollment; *Enrollment Trends; *School Demography; *Student Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

This is the tenth in a series of Los Rios Community College District fall student profiles. These annual summaries provide the district and its colleges with data on student demographics and enrollment trends, important information for successful planning to meet the needs of a changing student clientele. The data presented in the fall 1999 profile illustrate the overall growth of the district's enrollment as well as changing demographic trends. Highlights include: (1) enrollment has increased annually beginning in fall 1996 and continuing through fall 1999 by 5.9%; (2) the fall 1999 distribution of ethnic students at Los Rios was 39.6%, generally mirroring the fall 1998 pattern; (3) there continues to be a slight decline in the proportion of white student enrollment at Los Rios colleges, decreasing from 58.3% in fall 1994 to 55.9% in fall 1999; (4) the trend of an older student body at Los Rios continues, with 21.5% of all students enrolled being 40 or more years of age; (5) there was an increase in the number of younger students; and (6) attendance patterns have shifted over the past five years, with fewer students taking courses offered only during the evening and more attending both day and evening courses in fall 1999. (JA)

ED 450 844   JC 010 220

Front Range Community College Quality Indicators Report, Academic Year 1999-2000.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Benchmarking; Community Colleges; *Educational Quality; Institutional Characteristics; *Institutional Evaluation; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Educational Indicators; *Front Range Community College CO

This report discusses various quality indicators for Front Range Community College (Colorado). Each of the 10 quality indicators and 10 additional indicators shown in the report is elaborated by details such as indicator description, operational definition, benchmark, source, results, and conclusion. Quality networks; and (6) technology training for faculty and staff. One hundred and seven community colleges and nineteen district sites participate in the TTIP. This report lists the allocated funding for each program, along with contact information for each sponsor. A detailed expenditure plan and reporting requirements for TTIP are also discussed. Appended are standards and guidelines for video conferencing, library automation and electronic resources, satellite analog and digital downlinks and uplink, local telecommunication planning, and allocation and expenditure of the Technology Human Resources Fund; the total cost of ownership guidelines; distance education access guidelines for students with disabilities; a workshop schedule; and relevant forms. (CJW)

ED 450 864   JC 010 253

McKeachie, W. J.
Helping Students Learn How To Learn.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; *Learning Strategies; *Lifelong Learning; *Metacognition; Secondary Education; Student Motivation; Teacher Role; *Teaching Methods

This paper discusses how to make students effective, lifelong learners. It describes several ways of learning: reading, listening, observing, talking, and writing. According to the author, five elements are needed to become a good learner: (1) motivation; (2) a knowledge base that provides a conceptual structure for further learning; (3) skills for further learning; (4) strategies for efficient learning; and (5) metacognitive strategies. For each of these elements, the author makes specific recommendations. For motivation, teachers can develop students' intrinsic interest in learning and teach them to evaluate their own learning to assess their work and progress. Much of organized and conceptual knowledge is up to professors to construct, but students can be taught to construct outlines and graphic representations. Skills for learning, such as practice and increasing the meaningfulness of material, can be taught, along with strategies for learning, like paying attention and "clustering" things into groups or categories. Finally, metacognitive strategies, such as planning, self-monitoring, and self-regulation, are highly important skills that can be taught to students. (CJW)

ED 450 865   JC 010 254

Hartnell College 1999 Accreditation Employee Survey Final Report.
PUB DATE- 00
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF02/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accreditation (Institutions); *College Outcomes Assessment; Community Colleges; *Employee Attitudes; *Employer Employee Relationship; Faculty College Relationship; Parking Facilities; School Surveys; *Self Evaluation (Groups); Teacher Surveys; Two Year Colleges

ED 450 883 PS 029 224

Kalbaugh, Christine, Ed.
Journal of Child-Care Administration, 1999.
PUB DATE- 99
NOTE- 34p.; Only two issues were published in 1999.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administration; *Day Care; *Day Care Centers; Early Childhood Education; Hospitalized Children; Interprofessional Relationship; Labor Turnover; Newsletters; *Parents; Teamwork
IDENTIFIERS- Day Care Quality; Parent Caregiver Relationship

This document is comprised of the two 1999 issues of a newsletter addressing the administrative concerns of child-care centers, learning centers, preschools, nursery schools, kindergartens, and intergenerational centers. Issue 218 features articles on problems with parents such as late pickups, constant complainers, complaints about other children, and poor parenting skills. This issue also contains articles on developing effective staff teams, economizing while preserving program quality, staff retention, and the "I Am Your Child" campaign. Issue 219 features an interview with public television show creator and host Fred Rogers regarding influences on young children. This issue also contains author interviews related to training staff to build relationships and on hospitalized children, and articles on staff teams and on problems with parents, such as late tuition payments and separation issues. (KB)

ED 450 884 PS 029 225

Kalbaugh, Christine, Ed.
Journal of Child-Care Administration, 2000.
PUB DATE- 00
NOTE- 34p.; Only two issues were published in 2000. For 1999 issues, see PS 029 224.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administration; *Day Care; *Day Care Centers; Disabilities; Early Childhood Education; Governing Boards; Hospitalized Children; Inclusive Schools; Interprofessional Relationship; Newsletters; *Parents; Preschool Curriculum; Program Evaluation; Surveys; Teamwork; Young Children
IDENTIFIERS- Parent Caregiver Relationship

This document is comprised of the two 2000 issues of a newsletter addressing the administrative concerns of child-care centers, learning centers, preschools, nursery schools, kindergartens, and intergenerational centers. Issue 220 features an interview with Rob Reiner regarding the "I Am Your Child" campaign and articles on how one center developed effective teams and on organizing paperwork. This issue also includes readers' ideas regarding problems with parents, an author interview on business trends, and suggestions for books for parents and teachers. Issue 221 features articles on working effectively with boards of directors, on a motor-based preschool curriculum designed to include children with disabilities, and on conducting parent surveys. This issue also includes a forum for readers' opinions on various controversial issues affecting the early childhood field. (KB)

ED 450 885 PS 029 226

identify gaps, and locate areas for development. Section 1 of the guide discusses how preschools need to encompass a wide diversity of parenting cultures and stages of family life. Section 2 concerns the curriculum and how it relates to parents' expectations for their children. Section 3 suggests ways early years programs can share information to aid in induction and transition, to develop confidence in one another, to develop feelings of belonging, and to provide a starting point for planning and providing learning experiences. Section 4 suggests ways that communication and contact with parents can meet changing interests and needs, can ensure regular contact and continued sharing of information, and can encourage deeper and more meaningful discussion about early development and learning. Section 5 provides suggestions for encouraging parental involvement in the classroom, on field trips, or during play activities; and working together to establish a framework for sharing children's achievements. Section 6 focuses on how preschool staff can work with parents to facilitate the transition from preschool to school. Section 7 presents staff development activities related to the issues discussed in previous chapters. Contains 12 references. (KB)

ED 450 982   PS 029 244

Maluccio, Anthony N.; Ainsworth, Frank; Thoburn, June
Child Welfare Outcome Research in the United States, the United Kingdom, and Australia.
PUB DATE- 00
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adoption; *Child Welfare; Evaluation Methods; Foreign Countries; Foster Care; Literature Reviews; *Outcomes of Treatment; Program Descriptions; *Program Effectiveness; Program Evaluation; Research Needs; Residential Care; State of the Art Reviews
IDENTIFIERS- Australia; Cross National Studies; Family Preservation Services; Permanency Planning (Foster Care); United Kingdom; United States

Ideally, there is a close interaction between research and practice in human services, and program planning is based on such interaction, particularly the findings of outcome research. This book reviews the bodies of outcome research about child welfare programs from the United States, the United Kingdom, and Australia, particularly outcomes in relation to service effectiveness, duration of child placement, permanency planning, and child development and functioning. The purpose of the book is to give child welfare administrators, policymakers, practitioners, and academics a comprehensive picture of the current state of child welfare knowledge. Chapter 1 discusses issues related to carrying out outcome research and describes the different service systems in the three countries. Chapter 2 examines outcome research in traditional services, such as kinship care, family foster care, treatment foster care, residential group care, and adoption. Chapter 3 reviews research findings related to outcomes of more recent service initiatives, including family preservation, family reunification, preparation for independent living, the "Looking After Children" administrative materials used in the United Kingdom, family group decision making, shared family care, and wraparound services. The book concludes by asserting that there are a number of gaps in the available research, including

(Katreena Scott and David Wolfe); (12) women-oriented treatment for substance abusing mothers (Katherine Wingfield and Todd Klempner); (13) kinship care (Jill Berrick); (14) family foster care (Peter Pecora and Anthony Maluccio); (15) treatment foster care (Patricia Chamberlain); (16) family reunification (Anthony Maluccio); (17) parent-child visiting programs (Robin Warsh and Barbara Pine); (18) residential child care and treatment: partnerships with families (James Whittaker); (19) employment programs for youth in out-of-home care (Nan Dale); (20) independent living preparation for youth in out-of-home care (Kimberly Nollan); (21) aftercare (Edmund Mech); (22) permanency planning--adoption (Richard Barth); (23) special needs adoption (Noelle Gallant); (24) open adoption (Harold Grotevant); (25) transracial adoption (William Feigelman); (26) intercountry adoption (Isaac Gusukuma and Ruth McRoy); (27) adoption assistance (Gina Alexander); (28) Head Start (Elizabeth Schnur and Susan Belanger); (29) child care (Martha Roditti); (30) center-based child care (Martha Roditti); (31) home-based child care (Martha Roditti); (32) child care for maltreated and at-risk children (Martha Roditti); (33) promoting positive youth development through mentoring (Joseph Tierney and Jean Grossman); (34) school-based interactive or peer programs for substance abuse prevention (Miriam Kluger and Noelle Gallant); (35) treatment programs for substance-abusing youth (Lori Sudderth); and (36) day treatment for delinquent adolescents (Jann Hoge and Sue Ann Savas). Each chapter contains references. (KB)

ED 450 922   PS 029 264

Cohen, Cathi
Raise Your Child's Social IQ: Stepping Stones to People Skills for Kids.
PUB DATE- 00
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; *Children; Friendship; *Interpersonal Competence; *Parent Child Relationship; *Parents as Teachers; Peer Relationship

Noting that children with poor peer relationships are at risk for later problems and that social skills can improve with coaching, this book shows parents how they can teach their children a variety of social skills. The book is divided into 10 chapters, each addressing a particular skill or set of skills. Each chapter includes goals that equip the child with the skills necessary to move on to the next chapter and a quiz to help parents decide if their child is ready to progress. The chapters are: (1) "Getting Started," dealing with introducing new social skills, setting goals, and learning good play date behavior; (2) "Joining In," including making a good first impression and going with the flow of a group; (3) "Communicating and Conversing," including asking appropriate questions and maintaining a conversation; (4) "Reading Social Signals," including reading body language and facial expressions; (5) "Raising Self-Esteem," including realistically evaluating strengths and weaknesses, and using self-monitoring techniques; (6) "Coping with Teasing," including differentiating between different types of teasing, developing coping strategies, and identifying and avoiding bullies; (7)

Curriculum" (Gerald S. Lesser and Joel Schneider); (3) "Formative Research Revealed: Methodological and Process Issues in Formative Research" (Shalom M. Fisch and Lewis Bernstein); (4) "The Varied Role of Formative Research: Case Studies from 30 Years" (Rosemarie T. Truglio, Valeria O. Lovelace, Ivelisse Segui, and Susan Scheiner); (5) "A Review of Research on the Educational and Social Impact of 'Sesame Street'" (Keith W. Mielke); (6) "The Early Window Project: 'Sesame Street' Prepares Children for School" (John C. Wright, Aletha C. Huston, Ronda Scantlin, and Jennifer Kotler); (7) "Does "Sesame Street" Enhance School Readiness? Evidence from a National Survey of Children" (Nicholas Zill); (8) "'Sesame Street' Viewers as Adolescents: The Recontact Study" (Aletha C. Huston, Daniel R. Anderson, John C. Wright, Deborah L. Linebarger, and Kelly L. Schmitt); (9) "The World of 'Sesame Street' Research" (Charlotte F. Cole, Beth A. Richman, and Susan K. McCann Brown); (10) "The Role of 'Sesame Street'-Based Materials in Child-Care Settings" (William Yotive and Shalom M. Fisch); (11) "Carrying 'Sesame Street' into Print: 'Sesame Street Magazine,' 'Sesame Street Parents,' and 'Sesame Street' Books" (Renee Cherow-O'Leary); (12) "Interactive Technologies Research at Children's Television Workshop" (Glenda L. Revelle, Lisa Medoff, and Erik F. Strommen); and (13) "Why Children Learn from 'Sesame Street'" (Shalom M. Fisch and Rosemarie T. Truglio). Each chapter contains references. (KB)

ED 450 940   PS 029 287

Moomaw, Sally; Hieronymus, Brenda
More than Letters: Literacy Activities for Preschool, Kindergarten, and First Grade.
PUB DATE- 01
NOTE- 302p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Books; Childrens Literature; *Class Activities; Early Childhood Education; Educational Games; Elementary School Curriculum; *Emergent Literacy; *Learning Activities; Learning Centers (Classroom); *Literacy; Parent School Relationship; Picture Books; Preschool Curriculum; Reading Instruction; Writing Across the Curriculum; Writing Instruction; Young Children
IDENTIFIERS- Big Books; Phonemic Awareness; Print Awareness; Reading Across the Curriculum; Shared Book Experience

Noting that the early enjoyment of reading and writing provides a foundation for a lifetime of ongoing learning, this book details a literacy curriculum for preschool, kindergarten, and first grade. Chapter 1 describes the stages of writing development and discusses how early childhood teachers can facilitate emergent reading and writing. Chapter 2 discusses the use of "big books" for introducing children to important components of written language. Chapter 3 concerns the use of interactive charts to facilitate construction of reading concepts and demonstration of reading behaviors. Chapter 4 considers the incorporation of writing into play and other activities, while chapter 5 focuses on classroom writing centers. Chapter 6 presents literacy-based games and discusses the use of manipulative materials to promote early literacy. Chapter 7 focuses on using environmental print to enhance literacy and phonetic awareness. Chapter 8 describes the use of literacy suitcases, a take-home version of the classroom month period for 6.6- to 7-year-olds. Multicultural enrichment was evident in wall decorations, toys and objects in the play areas, and books touching upon topics of multicultural education. Special activities included joint activities with children with special needs and making a poster and a collage of pictures of people from other cultures. The six children in the experimental group were videotaped during free symbolic play both prior to the program and on the last day of the program. Also, on the last day of the program, children in the experimental group and children in another class who had not been exposed to the activities (matched in sex and age to the experimental group children) were interviewed regarding the views of story characters toward a little Indian boy who was different from other Indians. Analysis of the symbolic play showed no qualitative changes in the children's use of language. The prevailing toys used were the ones representing the children's natural environment. Differences did emerge, however, in the responses of children exposed to the multicultural curriculum and those not exposed to questions about a story character. Children in the experimental group gave greater priority to being kind and compassionate than to being big and strong, whereas children in the comparison group gave greater priority to being big and strong than to being kind and compassionate. Some differences also emerged in the two groups' explanation of the concepts of diversity and equality. (KB)

ED 450 958   PS 029 311

Make Time To Listen, Take Time To Talk. 15 .
PUB DATE- 00
NOTE- 7p.; Also produced by WJLA, ABC Channel 7, Washington, DC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Bullying; *Child Rearing; Children; *Parent Child Relationship; Parent Education; Parent Materials; *Parents; *Role Models
IDENTIFIERS- Relationship Quality

Noting that parents and caregivers are vital to the healthy development and growth of children, this pamphlet discusses ways parents and caregivers can help children learn more about themselves and their environment in order to prevent violence. The pamphlet reminds parents to make time to listen to their children and take time to talk with them. Parents are encouraged to: (1) nurture their children; (2) model ways to control anger; (3) develop good communication with their children; (4) respect their children and teach them to respect others; (5) take interest in their child's education and development; (6) keep their child drug-free; and (7) help them develop peaceful solutions to conflict. The pamphlet also suggests ways that parents can prevent their child from becoming a bully or the victim of a bully and discusses reasons why youth join gangs. Finally, the pamphlet delineates rules for spending quality time together. (KB)

ED 450 959   PS 029 312

What You Can Do To Prevent Violence. Bright Futures for Families.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Community Involvement; *Curriculum Development; Educational Cooperation; Elementary Secondary Education; *Rural Schools; *School Community Relationship; *School District Autonomy; School Districts; State School District Relationship; *State Standards; Student Evaluation

Under the leadership of a new superintendent, Nebraska City (Nebraska) school district coordinated curriculum across the K-12 grades and schools by involving the teachers and community. At multiple department meetings, staff held conversations about student performance objectives. Community conversations were held with a cross-section of parents, board members, patrons, and students to address student outcomes. These conversations resulted in a statement of beliefs. Drawing from these efforts, teachers attended summer workshops to develop and implement district-based teaching and learning standards, which resulted in a series of "learner will..." statements and student performance objectives. Language arts and reading were addressed the first summer, but other subjects were discussed in subsequent summers as the workshops became institutionalized. These statements were not unique, but the process of developing them generated communication across schools, grade levels, departments, and the community about common curricular concerns and focused on students and their learning rather than teacher behaviors and student performance on standardized tests. The district established a curriculum advisory council made up of staff, parents, and the community to maintain community involvement. To avoid teaching to the test, a national standardized test was supplemented by a locally-developed test and classroom teacher assessments. When the state adopted standards in 1998, the district successfully applied for a waiver by demonstrating it could meet or exceed the state standards. Four appendices present student performance objectives, a statement of beliefs, learner will statements, and assessment comparisons. (TD)

ED 450 976   RC 022 770

Berrisford, Mickie
Women in Grains Research Project--Extract.
PUB DATE- 98
NOTE- 9p.; In: Falk, Ian, Ed. Conference Proceedings of the International Symposium on Learning Communities, Regional Sustainability and the Learning Society (June 13-20, 1998). Launceston, Tasmania, Centre for Research and Learning in Regional Australia, p24-31. Research funded by the Grains Research and Development Corporation. Research conducted by Strong Consulting Group.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Skills; Business Skills; *Educational Needs; *Farm Labor; Farmers; Foreign Countries; Participation; *Rural Women; *Self Concept; *Sex Role
IDENTIFIERS- Australia (Victoria); *Barriers to Participation

Research aimed at recognizing, encouraging, enhancing, and harnessing the skills and contributions of women in the Australian grains industry involved a number of women in Victoria in focus groups, telephone interviews, and questionnaire surveys. Results indicate that women perceived themselves as providing guidance, operational assistance,

*Migrant Education; Migrant Health Services; *Parent Participation; Preschool Education; *Program Administration; Program Evaluation; *State Departments of Education
IDENTIFIERS- *Migrant Education Program; *Vermont

Since 1992, the Vermont Department of Education has granted funds to the University of Vermont (UVM) to operate the Migrant Education Program (MEP). This review by the State Auditor found that prior to fiscal year 1999, the Department did not make a concerted effort to oversee the MEP and, as a result, several critical programs components were not put into place as required by federal law. The Department did not provide adequate oversight of UVM's administrative costs. Together, UVM and the Department spent approximately 33 percent of the State's 1999 MEP grant award on administrative costs. The Department failed to compel UVM to meet MEP requirements, including development of a complaint process, creation of regional advisory boards, and monitoring of recruitment efforts. As a result, the program took an average of 150 days to enroll migrant children after a qualifying move. The MEP did not consult with parent advisory councils to solicit their input into the planning and operation of the program at both the state and local operating level. The MEP was not integrated with other mainstream educational programs and the state plan did not reflect integration with other educational programs as required by law. Program goals and outcomes for the MEP were not measurable, compromising the ability to evaluate the effectiveness of the program. Three appendices present analysis of program evaluations and performance measurements, analysis of program objectives and indicators, and the Department of Education's response to the draft review. (TD)

ED 450 904 RC 022 044

Nilsen, Kristine L.
Implementing the Aligned and Balanced Curriculum (ABC): Building Capacity for Continuous School Improvement.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Collegiality; *Curriculum Development; Educational Change; Educational Environment; Elementary Secondary Education; Participative Decision Making; *Rural Schools; *School Culture; School Districts; *School Effectiveness; State Standards; Teacher Attitudes; *Teacher Collaboration; Teacher Empowerment
IDENTIFIERS- Capacity Building; *Curriculum Alignment; Virginia

This paper summarizes the first 2 years of a school improvement effort in a low-performing rural school district in southern Virginia that involved developing a balanced K-12 curriculum aligned with the state's standards of learning. Project evaluation focused on changes in the school environment and in teaching and learning that resulted from the curriculum alignment process. Interviews were conducted with teachers and administrators at the three district schools, and all district teachers completed pre- and post-alignment surveys assessing teacher empowerment, professional learning community, and organizational effectiveness. At the project's beginning, teachers believed they were good teachers, believed they worked with good teachers, and wanted to make a difference in

Committee on Indian Affairs on S. 1290 To Amend Title 36 of the United States Code To Establish the American Indian Education Foundation. United States Senate, One Hundred Sixth Congress, First Session.
PUB DATE- 99
NOTE- 142p.; Some attachments contain small print, which may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; Building Obsolescence; Colleges; Educational Facilities; Elementary Secondary Education; Hearings; Higher Education; *Philanthropic Foundations; *Private Financial Support; School Buildings; *Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; Congress 106th

A Senate committee hearing received testimony on the creation of an American Indian Education Foundation. The foundation will be a charitable, nonprofit corporation authorized to accept and administer private gifts in support of the Bureau of Indian Affairs' (BIA) Office of Education and to conduct activities that further educational opportunities for American Indians and Alaska Natives in BIA schools. The foundation is modeled on the federally-chartered National Park Foundation and National Fish and Wildlife Foundation, and would provide a formal mechanism to channel private contributions to BIA schools. U.S. Congressmen and representatives of the BIA, tribal colleges, and various Indian education associations offered testimony and written statements concerning the deplorable condition of many Native American schools, the huge backlog of unfunded school construction needs in Indian country, the lack of funding for new technologies in schools and related teacher training, the involvement of tribal colleges in K-12 systemic change, and the structure of the proposed foundation. The appendix includes "Tribal Colleges: An Introduction," prepared by the American Indian Higher Education Consortium; specific recommendations about the purposes, structure, and operation of the foundation; and a detailed report on unfunded construction backlog items, by category and individual BIA school. The text of S. 1290 is included. (SV)

ED 451 012   RC 022 878

Reauthorization of the Elementary and Secondary Education Act. Hearing before the Committee on Indian Affairs on Oversight Hearing on the Title and Provisions in the Draft Reauthorization for the Elementary and Secondary Education Act. United States Senate, One Hundred Sixth Congress, Second Session.
PUB DATE- 00
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; *American Indian Education; *Boards of Education; Capital Outlay (for Fixed Assets); Charter Schools; Educational Facilities Improvement; Elementary Secondary Education; Federal Indian Relationship; Federal Legislation; Hearings; *Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; Congress 106th; *Elementary Secondary Education Act; Training Needs

A Senate committee hearing received testimony on proposed amendments to the Indian provisions of the Elementary and Secondary Education Act (ESEA). The proposals include

*Inquiry; Medical Research; *Science Activities; Science Education; *Scientific Literacy; Viruses
IDENTIFIERS- Vaccination

This curriculum supplement guide brings the latest medical discoveries to classrooms. This module focuses on the objectives of introducing students to major concepts related to emerging and re-emerging infectious diseases, and developing an understanding of the relationship between biomedical research and personal and public health. This module includes five major sections: (1) "Understanding Emerging and Re-Emerging Infectious Diseases"; (2) "Implementing Module"; (3) "Student Activities"; (4) Additional Resources for Teachers; and (5) a glossary and references section. (Contains 27 references.) (YDS)

ED 451 031 SE 064 319

Nesbit, Catherine R., Ed.; Wallace, Josephine D., Ed.; Pugalee, David K., Ed.; Miller, Anne-Courtney, Ed.; DiBiase, Warren J., Ed.
Developing Teacher Leaders: Professional Development in Science and Mathematics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 318p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Faculty Development; Higher Education; *Leaders; *Leadership Training; *Mathematics Teachers; Preservice Teachers; Science Education; *Science Teachers; *Teacher Education; Teacher Evaluation
IDENTIFIERS- *Teacher Leaders; *Teacher Leadership

This book approaches the subject of leadership among science and mathematics teachers during times of educational reform from the perspective of local decision making, personal action, and respect of peers. The view of leadership presented in this book elevates the profession rather than the status of individuals, and the view is supported by positive outcomes in the everyday communities of schools. During the years of ongoing reform, education has focused on goals, standards, teacher preparation, materials, and curriculum frameworks. Ultimate success in reforming practice, however, will come when some key people at the local level lead the way in making decisions, taking action, and maintaining a resolve to improve practices grounded in tradition. This book consists of 15 chapters which highlight teacher leadership, professional development, teacher enhancement programs, and teachers' perspectives on science and mathematics education. (SAH)

ED 451 032 SE 064 324

Devaney, Laurel
Discovering Alaska's Salmon: A Children's Activity Book.
SPONS. AGENCY- Fish and Wildlife Service (Dept. of Interior), Anchorage, AK.
PUB DATE- 99
NOTE- 33p.; Illustration and design by Putt Clark.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

professionals: the program director, two trainers (mathematics educators), and an evaluator (a measurement and evaluation professional). Program activities were organized in four main phases: pre-training planning, training of teachers, the teaching phase, and follow-up meetings. The training team worked together to plan, implement, and evaluate the program. Indications are that although pre and post data did not show highly significant group increases in knowledge, skills, and attitudes, some individual improvements were rather remarkable among teachers and students after learning mathematics with Jasper. (ASK)

ED 451 056   SE 064 615

Buckingham, Gregg
Distance Mentoring in the NASA/Kennedy Space Center Virtual Science Mentor Program.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Electronic Mail; Engineering Education; *Mentors; Middle Schools; School Business Relationship; Science Education; *Scientists; Videotape Recordings
IDENTIFIERS- Florida; National Aeronautics and Space Administration

This study examines the results of a three year video mentoring program, the NASA Virtual Science Mentor (VSM) program, which paired 56 NASA mentor engineers and scientists with 56 middle school science teachers in seven Southwest Florida counties. The study sought to determine the impact on students, mentors, and teachers participating in the program. The paired teams met through a desktop video system. The mentors were involved in several activities such as lecturing, evaluating student projects, providing NASA resource materials, and responding to questions via email. Overall results showed that student progress significantly increased over the three year period in the following areas: class participation, critical thinking skills, teamwork, communication and participation in science projects. The majority of the teachers rated the program as excellent and a majority of the NASA mentors rated the program at least satisfactory. (Author)

ED 451 057   SE 064 616

Capraro, Robert M.
Exploring the Influences of Geometric Spatial Visualization, Gender, and Ethnicity on the Acquisition of Geometry Content Knowledge.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Tests; Elementary Secondary Education; *Ethnicity; *Geometry; Mathematics Education; *Sex Differences;

Following an Introduction, the Framework is divided into the following chapters: (1) "Cognitive Skills Development in the Arts"; (2) "The Arts and Workplace Readiness Standards"; (3) "Activities Section" ("Dance"; "Music"; "Theater"; "Visual Arts"); (4) "Design: The Art of Work"; and (5) "Instructional Adaptations for Students with Diverse Needs" ("Instructional Adaptations for Students with Disabilities"; "Instructional Adaptations for Exceptionally Able Students"; "Instructional Adaptations for Students with Limited English Proficiency"). The names of contributors to the Framework are appended. Includes 2 figures and 14 tables. (Author/BT)

ED 451 081 SO 031 963

Burke, Gerald; Jaeger, Nuno
Collaboration: From Analogue to Digital & Back.
PUB DATE- 00
NOTE- 8p.; Paper presented at the World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). Funded by the Australia Council for the Arts.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; *Art Education; *Cross Cultural Studies; Cultural Context; *Educational Cooperation; Foreign Countries; *Internet; Student Projects
IDENTIFIERS- *Australia; Collaborative Talk; Getty Center for Education in the Arts; Teaching Perspectives; Technology Integration

Situated at a place where art meets collaboration and speaking to the 1999 InSEA World Congress's "Cultures and Transitions" theme, this paper tells a collaborative story that began as an "art-i-fax/art-e-post" project initiated via the Getty Center's educational Web site and has led to combined art projects and exhibitions across the globe. The initial project (involving the making of collaborative artworks by students of all age groups) led to an interest in the role that collaborative art plays in individual and group practice, as well as in art curriculum. The project has informed the authors' use of technology within the art realm and has led to an awareness of the "technology trail" that exists within and across cultures. The paper itself is constructed as a collaborative project over the Internet and examines the thoughts of an Australian art educator alongside those of a U.S. counterpart. (Contains 10 references.) (BT)

ED 451 082 SO 031 976

Lahiri, Dipak; Lindgren, Katarina
Learning by Urban Studies: A Project by Secondary School Students in Stockholm.
PUB DATE- 00
NOTE- 10p.; Paper presented at the World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). Funded by the Australia Council for the Arts.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

with Children's Literature"; (13) "Developing Creativity in Social Studies"; (14) "Social Studies and Exceptional Children"; (15) "Multicultural Education in Social Studies"; and (16) "Assessment of Learning." Each chapter contains a summary, endnotes, and references. Appendix A contains general questions and answers and the NCSS code of ethics for social studies educators; Appendix B contains an annotated list of children's books for teaching social studies. (BT)

ED 451 101   SO 032 616

Hockman, Amber Noel
A Comparison of Social Studies Journal Writing in the Classroom with Social Studies Worksheets in the Classrooms.
PUB DATE- 00
NOTE- 43p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Comparative Analysis; Grade 5; Intermediate Grades; *Journal Writing; *Scores; *Social Studies; Statistical Analysis; *Student Journals; *Worksheets
IDENTIFIERS- Tennessee (East)

This study focused on the use of journal writing and worksheets in the area of social studies within a suburban elementary school. The study was designed to determine if there was a difference in children's social studies test scores when they completed journal activities or when they completed worksheets. Subjects were 36 Tennessee fifth-grade students ages 9-11, mostly middle-class Caucasians. Two classes of students each had the opportunity to keep journals and do worksheets for equal amounts of time during the study. Each class had the opportunity to complete two units with journals and two units with worksheets. After four days of journals or worksheets, the subjects were given a unit test which came from the publishing company of the social studies curriculum, Silver Burdett and Ginn. The statistical analysis focused on the mean scores of the students' tests after they worked with either activity. Since four complete units were taught, all of the unit test scores were combined to find the results. Individual units were not examined because interest was in the teaching as a whole and not on the separate units. In analysis of the data, there was no statistically significant difference between the test scores of the subjects after they kept journals than with the test scores of the subjects after they used the worksheets, and as a result, there was no effect on social studies learning because of the use of journal writing activities. Contains 3 tables and a 31-item bibliography. Appendices contain two letters, a journal and worksheet schedule, and journal activities. (BT)

ED 451 102   SO 032 617

Hoxworth, Stacey Lee
The Effects of Cooperative Learning on the Social Studies Curriculum.
PUB DATE- 99
NOTE- 41p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Comparative Analysis; *Conventional

SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 252p.; For related studies on shelter and clothing, see ED 437 311 and ED 439 072.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Context; Curriculum Development; Educational Research; *Food; Instructional Improvement; Interviews; Primary Education; *Prior Learning; *Social Studies; *Student Reaction
IDENTIFIERS- *Cultural Universals

The traditional K-3 social studies curriculum has focused on food, clothing, shelter, communication, transportation, and other cultural universals, but little information exists about children's prior knowledge and thinking (including misconceptions) about these topics. This study was designed to provide such information with respect to the topic of food, and in the process assess claims that primary-grade students do not need instruction in the topic because they learn what they need to know about it through everyday living. Individual interviews were conducted with 96 K-3 students, stratified according to grade level, achievement level, and gender. Students were asked many diverse questions about the nature of food. Their responses to this food interview displayed many of the same patterns seen earlier in responses to shelter and clothing interviews. They knew more about the physical appearances of things than their underlying natures and more about the uses of finished products than about the land-to-hand transformations involved in creating these products. Response sophistication was related much more closely to age (grade level) and personal experiences out of school than to achievement level or gender. Findings suggest that children do not routinely acquire all, or even a significant portion, of what is worth knowing about cultural universals through everyday experiences. An appropriate balance among the three traditional sources of curricula is called for in K-3, and students stand to benefit considerably from more powerful treatments of cultural universals than those typically offered by textbook series. (Contains a table and 56 references. The "food interview" is appended.) (BT)

ED 451 125   SO 032 652

Folsom, Burton; Leef, George; Mateer, Dirk
How Reliable Are Michigan High School Economics Textbooks? Sixteen Commonly Used Michigan High School Textbooks Are Graded for Balance, Accuracy, Clarity, and Instruction in the "Economic Way of Thinking." A Mackinac Center Report.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- ls than those typically offered by textbook series. (Contains a table and 56 references. The "foo,Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Content Analysis; *Economics; *Economics Education; *Evaluation Criteria; High Schools; *Textbook Content; *Textbook Evaluation; Textbook Research
IDENTIFIERS- *Economic Concepts; *Michigan; Textbook Errors

This study examined 16 high school economics textbooks commonly used in Michigan. The textbooks were graded for 12 criteria that form the basis for the sound study of economics: (1) the view. Student background questions highlighted gender, college major, annual family income, ethnicity, handedness, past and present hobbies, parents' occupations, musical training, favorite high school mathematics course, and childhood toys and activities. Data analysis indicated that spatial visualization developed over a period of time as a result of individuals' experience and certain exogenous qualities. Spatial visualization was influenced by childhood experiences, which were influenced by gender, parents' occupations, and family income. Musical experience had a direct influence on visualization. Childhood spatial experiences had a direct influence on visualization. Females in the study were lacking in spatial experiences. (Contains 36 references.) (SM)

ED 451 144   SP 039 811

Futrell, Mary H.
Who Will Teach All Children?
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Holmes Partnership (5th, Albuquerque, NM, January 26, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Diversity (Student); *Educational Quality; Educational Technology; Elementary Secondary Education; Faculty Development; Higher Education; Instructional Leadership; Minority Groups; Partnerships in Education; *Politics of Education; Student Recruitment; *Teacher Competencies; Teacher Recruitment; Teacher Shortage; *Teachers; *Teaching (Occupation); Teaching Skills
IDENTIFIERS- Globalization; Holmes Group

This paper discusses who will teach American children in the current political environment. Americans consider education a top political priority. The conversation must be moved from campaign rhetoric to real dialogue about education's critical role and the readiness of all schools to help shape the nation. Major trends transforming society influence education, especially globalization, increased consumer power and demands, new worker roles and expectations, changing community demographics, increasing speed of change, technologically mediated learning environments, and radical transformation of the workplace. Future education will occur in nontraditional settings. Teachers need professional development to prepare for education that enables students to develop analytical, reasoning, organizational, and synthesizing skills for taking advantage of today's social, political, and economic opportunities. Education must appropriately handle increasingly diverse student populations and prepare a more diverse teacher pool. More effective strategies for attracting, recruiting, preparing, and retaining high quality teachers, counselors, and administrators are needed. To improve student performance, there must be greater attention to improving the classroom practice. All children and teachers must be educated to build and sustain a civil society predicated on bridging divides. The Holmes Partnership includes a critical component of the leadership needed to foster this dialogue. (Contains 24 references.) (SM)

ED 451 145   SP 039 812

Brown, Joel H.; D'Emidio-Caston, Marianne; Benard, Bonnie includes: (1) "The Best of Times...the Worst of Times: A Case Study of a Community in Conflict" (James K. Daly, Patricia L. Schall, and Rosemary W. Skeele); (2) "The Season of Light, the Season of Darkness: A School and Curriculum are Condemned" (James K. Daly, Patricia L. Schall, and Rosemary W. Skeele); and (3) "The Spring of Hope, the Winter of Despair: Analysis" (James K. Daly, Patricia L. Schall, and Rosemary W. Skeele). Part 2, "With Liberty and Justice for All? The Ambiguities of Academic Freedom in the Public School," includes: (4) "Protecting the Right to Teach and Learn" (Jack L. Nelson and William B. Stanley) and (5) "Voices of the Challenged" (James K. Daly, Patricia L. Schall, and Rosemary W. Skeele), which features "The Adams County Witch" (Jan Cole), "The Saga of Sunshine City" (Janet Cooper), "The Teacher's Nightmare: Getting Fired for Good Teaching" (Cissy Lacks) "Filthy Little Books" (Gloria T. Pipkin), and "Curriculum on Trial" (Gretchen Klopfer Wing). Part 3, "The Politics of Change and Teacher Education," includes: (6) "Institutional Challenges to Pedagogy" (Joan Naomi Steiner) and (7) "The Distant Drum: A Call to Action" (James K. Daly, Patricia L. Schall, and Rosemary W. Skeele). The four appendixes present: Rock Spring Elementary School controversy time line; case study cast; slide presentation about the plan for excellence to parents and Waterview Board of Education; and organizations against censorship. (SM)

ED 451 164   SP 039 838

Gerdy, John R., Ed.
Sports in School: The Future of an Institution.
PUB DATE- 00
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Administrators; Age Differences; *Athletic Coaches; *Athletics; College Athletics; Elementary Secondary Education; Equal Education; Females; Gender Issues; Higher Education; Physical Fitness; Role Models; Sex Differences; Social Values
IDENTIFIERS- Character Development

This collection of essays challenges the accepted notion that sports necessarily promote character development, physical fitness, and positive educational and social values. Contributing authors are leading authorities, coaches, athletic directors, and varsity and professional players. The essays examine the true relationship of sports and schooling. There are 13 chapters in 4 parts. Part 1, "The Educational Benefits of Sport: Myth or Reality?" includes: (1) "Is Your Child Too Young for Youth Sports or Is Your Adult Too Old?" (Bob Bigelow); (2) "Do Sports Build Character?" (Sharon K. Stoll and Jennifer M. Beller); (3) "Role Model: A Critical Assessment of the Application of the Term to Athletes" (Todd W. Crosset); and (4) "College Athletics as Good Business?" (John R. Gerdy). Part 2, "The Preparation of Coaches and Administrators," includes: (5) "Who's Coaching the Coaches?" (Michael A. Clark) and (6) "The Education of Sports Administrators" (Andrew Kreutzer). Part 3, "Race and Gender in Sport," includes (7) "Race in Athletics: Integration or Isolation?" (Derrick Gragg); (8) "The Myth of Athletics and Educational Opportunity" (Darren Bilberry); and (9) "Women in Sports: Seeking Balance" (Darlene Bailey). Part 4, "Athletics and Education: A Good Investment?" includes: (10) "Athletics and the Higher Education Marketplace"

Development; Performance Based Assessment; Preservice Teacher Education; Teacher Attitudes; Teachers
IDENTIFIERS- *Caring; *Conceptual Frameworks; Intellectuals; University of Wisconsin Oshkosh

This paper demonstrates how a well-conceived conceptual framework developed and supported by the University of Wisconsin Oshkosh College of Education and Human Services became a catalyst for significant change in teacher education. It begins by examining catalysts for change, then describes the university's conceptual framework, which works to prepare educators who are caring, intellectual visionaries. The university discovered that its conceptual framework became a catalyst for change in the teacher education program. The change can be seen in efforts toward politically and publicly driven external standards alignment, internal curricular alignment, coordination of supervision of field experiences, and development of performance-based assessment systems. The conceptual framework has also been a central force in other college-wide efforts, including visioning and priority setting; reworking the tenure, promotion, and merit processes; and grounding the rationale for external grant and research proposals. The appendixes include a model for preparation of educators; a conceptual model; the college's course proposal addendum; the college's student teacher supervisor report form; a student teacher/intern evaluation form; mid-term ratings for fall 2000; eligibility standards; a portfolio ratings sheet; and an admissions summary sheet. (Contains 17 references.) (SM)

ED 451 184 SP 039 867

Dappen, Leon
The Benefits of a Resource Mentor Program on Prospective and Practicing School Administrators.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Education; *Administrators; Elementary Secondary Education; Higher Education; *Internship Programs; *Mentors; Program Evaluation; *School Administration; Student Attitudes
IDENTIFIERS- University of Nebraska Omaha

This paper reviews the literature on the benefits of internship experiences for prospective and practicing school administrators and describes the Resource Mentor Program, implemented at the University of Nebraska-Omaha, reporting on an evaluation of that program. The program involves students choosing their own school-based resource mentors and professors integrating into each class a project that is relevant to the student's school. The study examined mentor and mentee perceptions of the program, noting whether there was a relationship between number of meetings between mentors and mentees and perceptions of the program. Data from surveys of graduate educational administration students and their school-based mentors indicated that both groups believed the program provided students real school experiences relevant to the knowledge, skills, and dispositions they would need to become successful administrators. There were no significant differences between mentor and mentee perceptions. Both groups perceived that they were involved together with administration-

Schleicher, Andreas; Tamassia, Claudia
Measuring Student Knowledge and Skills: The PISA 2000 Assessment of Reading, Mathematical and Scientific Literacy. Education and Skills.
PUB DATE- 00
NOTE- 106p.; Prepared by the Statistics and Indicators Division of the OECD Directorate for Education, Employment, Labour, and Social Affairs.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Foreign Countries; *International Education; International Studies; Knowledge Level; *Literacy; Mathematics Tests; Models; *Outcomes of Education; Reading Tests; Science Tests; *Student Evaluation
IDENTIFIERS- *Organisation for Economic Cooperation Development

The Organisation for Economic Cooperation and Development has launched the Programme for International Student Assessment (PISA) to monitor the outcomes of education systems in terms of student achievement and within an internationally accepted framework. The frameworks and assessments for PISA 2000 are the product of a multi-year development process. This volume introduces the PISA approach to comparative measurement and describes the PISA 2000 assessment instruments in terms of the content that students need to acquire, the processes that need to be performed, and the contexts in which knowledge and skills are applied. In PISA, literacy is regarded as knowledge and skills for adult life, and its acquisition is seen as a lifelong process. Each of the assessment domains is illustrated with a range of sample items. Following an introduction and overview, the chapters are: (1) "Assessing Reading Literacy in PISA"; (2) "Assessing Mathematical Literacy in PISA"; and (3) "Assessing Scientific Literacy in PISA." Appendixes list members of the "Functional Expert" group for PISA development and the test development team. (Contains 52 references.) (SLD)

ED 451 204 TM 032 431

Berends, Mark; Kirby, Sheila Nataraj; Naftel, Scott; McKelvey, Christopher
Implementation and Performance in New American Schools Three Years into Scale-Up.
SPONS. AGENCY- New American Schools Development Corp.; Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 279p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Educational Change; Elementary Secondary Education; Performance Factors; Program Evaluation; *Program Implementation; Questionnaires
IDENTIFIERS- *New American Schools; Reform Efforts

This progress interim report describes trends in implementation, school performance, and related factors for a sample of schools participating in the New American Schools (NAS) program. NAS is a program funding the development of designs aimed at transforming entire schools at the elementary and secondary levels. This evaluation focuses on the progress of 104 schools in 8 partner jurisdictions. Each school adopted one of seven implementation, and the evaluation instruments. (Contains 22 figures, 1 table, and 13 references.) (SLD)

ED 451 226   TM 032 454

Doolittle, Martha; Ryan, Marci
Title IV Safe and Drug-Free Schools and Communities Evaluation Report, 1999-2000. Collaborative Efforts in Supporting Healthy Youth.
PUB DATE- 00
NOTE- 141p.; For the 1998-1999 evaluation report, see ED 435 736.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; *Drug Education; Educational Finance; Elementary Secondary Education; Federal Aid; *Prevention; *Professional Development; School Districts; *School Safety; Violence
IDENTIFIERS- *Austin Independent School District TX; Safe and Drug Free Schools and Communities Act

The Austin Independent School District, Texas (AISD) receives federal funds through the U. S. Department of Education's Title IV Safe and Drug-Free Schools and Communities (SDFSC) grant program. The purpose of the Title IV SDFSC grant is to supplement local schools' efforts to eliminate violence and the use of alcohol, tobacco, and other drugs among students. With 1999-2000 Title IV SDFSC expenditures of more than $13 million, AISD used a multifaceted approach to the prevention and reduction of student substance use and violence. The approach included prevention and intervention efforts at each campus, and all campuses received Title IV funds based on a per pupil allocation. Programs and services were provided through campus-level activities, district-level student programs, curriculum and staff development, and support staff and services. The yearlong evaluation identified several key factors that have been instrumental in the progress AISD has made toward grant goals. These key factors include: staff teamwork; AISD partnership with community organizations; and the variety of programs directed at students. Recommendations are made for the improvement of services provided under this grant. Nine appendixes contain supplemental information about the grant, program implementation, and the evaluation process. (Contains 6 tables, 17 figures, and 40 references.) (SLD)

ED 451 227   TM 032 455

Massachusetts Comprehensive Assessment System 1998 Technical Report.
PUB DATE- 99
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Education; *Elementary School Students; English; Language Arts; Mathematics; *Psychometrics; Reliability; Sciences; *Scoring; State Programs; Statistical Analysis; *Test Construction; Test Interpretation; *Testing Programs; *Validity
IDENTIFIERS- Massachusetts; *Massachusetts Comprehensive Assessment System

Web-Supported Teaching in the Department of Information Science at the University of Pretoria: A Case Study.
PUB DATE- 00
NOTE- 17p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; Computer Uses in Education; Distance Education; Foreign Countries; Higher Education; *Information Science Education; *Instructional Design; *Instructional Development; Library Role; Multimedia Instruction; *Student Attitudes; Student Surveys; Tables (Data); *Teaching Methods; *World Wide Web
IDENTIFIERS- University of Pretoria (South Africa)

This paper present a case study on how the teaching methods in a number of modules in the Department of Information Science at the University of Pretoria (South Africa) have been transformed from traditional classroom presentations to a learner-centered approach supported by material on the World Wide Web and by e-mail and listserv interaction. The emphasis is on the honors (fourth year) program in Library and Information Science (LIS) and the undergraduate program in multimedia. Problems and successes are pointed out. Included in the discussion are the students' reaction toward these changes (both positive and negative) and the role of the university's library and the subject librarian. The difference in attitude between the multimedia students and LIS students in accepting these changes is demonstrated, and various reasons for this are advanced. In conclusion, a number of proposals are made on how to make these changes more acceptable to all students. Tables compare course outlines, student profiles, teaching methods, AIS (Academic Information Service) support, and student attitudes. (MES)

ED 450 739 IR 057 995

Brenneise, Harvey
Creating a State-Wide Virtual Health Library: The Michigan Experience.
PUB DATE- 00
NOTE- 9p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Community Health Services; Developing Nations; Foreign Countries; *Information Networks; *Information Services; Library Cooperation; Needs Assessment; Pilot Projects; State Programs; Strategic Planning
IDENTIFIERS- *Electronic Resources; *Health Information; Information Infrastructure; Michigan

The AccessMichigan Electronic Community Health Information Initiative (AMECHII) is a response to a recommendation of the Michigan Information Technology Commission Report recommending improved access to high-quality health care information for all Michigan stakeholders. This project is multi-type, including public, general academic, academic health science, hospital, and special libraries. Objectives include extending the current network infrastructure to serve all libraries and to negotiate disadvantages, including jargon and complex language in the standards, time consuming requirements, and the lack of underlying theory. (Contains 27 references.) (MES)

ED 450 761 IR 058 017

Gardner, Bob
Ensuring High Quality Research Services.
PUB DATE- 00
NOTE- 10p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Information Services; *Quality Control; Research Libraries; Special Libraries; Strategic Planning; *User Needs (Information)
IDENTIFIERS- *Legislative Research; Ontario

This paper discusses ensuring high quality research services that meet client needs, based on experiences at the Research and Information Services of the Ontario Legislative Library (Canada). The first section is an introduction that provides an overview of the Research and Information Services and summarizes factors related to quality control. The second section addresses getting priorities right, highlighting strategic planning and service evaluation. The third section considers meeting client needs, including formal quality checks, evolving best practices, building on strong skills, product development, and client feedback. The fourth section discusses working culture, including building on knowledge, human capital, and looking for innovation. It is concluded that ensuring high quality research services: takes place at both strategic and operational levels; is about informal collaborative processes and adaptability as much as editorial procedures and explicit standards; is more about knowledge sharing, consensus building, and teamwork than management edicts and monitoring; and depends on a work culture of innovation imagination and commitment to client needs. (MES)

ED 450 762 IR 058 018

Geisselmann, Friedrich
The Indexing of Electronic Publications--Ways out of Heterogeneity.
PUB DATE- 00
NOTE- 8p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; *Classification; Decentralization; *Electronic Libraries; *Electronic Publishing; Foreign Countries; *Indexing; *Information Services; Metadata; Models; *Thesauri
IDENTIFIERS- Concordance (Data); *Electronic Resources; Germany

This paper begins with some general remarks about the indexing of electronic publications. Characteristics of today's information

Pinfield, Stephen
Managing Academic Libraries in a Digital World: Institutional, Regional and National Developments in the UK.
PUB DATE- 00
NOTE- 15p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Electronic Libraries; Foreign Countries; Government Role; Higher Education; *Library Administration; *Library Development; *Library Services; National Programs; User Needs (Information)
IDENTIFIERS- United Kingdom; University of Nottingham (England)

This paper discusses the impact national initiatives have had on individual higher education libraries in the United Kingdom (UK). Written from the perspective of an institutional library manager, the paper examines the interface between local electronic library provision and national developments. Individual institutions have been active in taking forward the electronic library agenda both with and without earmarked government funding, but often the way in which this has been managed has been strongly influenced by the national strategy. The practical challenge has been to integrate locally provided digital resources with national resources and existing traditional library resources in a coherent way for users. Examples of different ways in which this has been done are discussed, particularly in relation to the University of Nottingham (England) and other research libraries. New ways of working in library services have also been developed in many institutions, often accelerated by national initiatives. These include adopting project-based working, developing multi-skilled teams, and forming institutional consortia. The consequences of this are examined. UK-wide and institutional developments have thus far been most important, but there are now an increasing number of regional initiatives that are having an impact on library developments. These are briefly discussed. (Contains 19 references.) (Author/MES)

ED 450 784 IR 058 040

Poland, Jean
Cooperative Development of the Digital Library: Identifying and Working with Potential Partners.
PUB DATE- 00
NOTE- 7p.; In: IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000); see IR 057 981.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Access to Information; *Electronic Libraries; Higher Education; Information Technology; Library Cooperation; *Library Development; *Library Services; *Preservation
IDENTIFIERS- Cornell University NY; *Partnerships in Library Services; Technology Utilization

In a university environment, the library can benefit from interest in the digital future on the part of other concerned

When asked to rate the importance of print annual reports to their business collections, 19 libraries (40%) rated them as very important or important. Nearly all respondents mentioned the convenience of print annual reports to the user. The historical value of annual reports was the second most frequently cited reason for maintaining print collections, particularly for local companies. Thirty-eight percent of the libraries indicated that they are currently considering the elimination or significant reduction of their print annual report collections. The survey is included with results for the 25 questions that covered selection, acquisition, management, and assessment/evaluation. Representative documents are provided from ARL libraries for the areas of archival projects; selection policies; maintenance procedures; and general collection descriptions and finding aids. Selected resources include books and journal articles, annual report archives, annual report ordering services, annual report Web sites, and invester relations organizations. (AEF)

ED 450 804 IR 058 072

Building the Virtual Reference Desk in a 24/7 World. OCLC/Library of Congress Symposium at ALA Midwinter 2001 (Washington, DC, January 12, 2001). Tape 1 and Tape 2. Videotapes .
PUB DATE- 01
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Non-print Media (100)
DESCRIPTORS- Academic Libraries; Electronic Libraries; *Information Services; *Library Development; *Library Services; Online Systems; Public Libraries; *Reference Services; Videotape Recordings; World Wide Web
IDENTIFIERS- Cyberspace

With the emergence of Web help services, libraries are no longer the lone providers of information. Today's researchers need to find quickly information that is usable, relevant, authoritative, and verifiable. To meet that need, libraries must adapt traditional strengths of acquiring, describing, and serving information to an environment that is not bound by time or physical place, the virtual library without walls. The symposium, "Building the Virtual Reference Desk in a 24/7 World" (Library of Congress, January 12, 2001), addresses the concept of taking the reference desk to cyberspace. Two videotapes contain the proceedings from the symposium. Tape 1 (100 minutes) includes: "Introduction to the Program and Speakers" (Diane Nester Kresh); "LC and OCLC: Milestone Anniversaries" (Winston Tabb); "A History of Collaboration: LC and OCLC" (Jay Jordan); "Current Status and Future Directions for Digital Reference" (David Lankes); "Creating a Consortial Chat and Collaborative Browsing Service" (Susan McGlamery); and "How Digital Reference Works in a Public Library" (Nancy O'Neil). Tape 2 (95 minutes) includes: "Introduction to the Program and Speakers" (Diane Nester Kresh); "How Digital Reference Works in an Academic Library" (Paul J. Constantine); "Collaborative Digital Reference Service" (Diane Nester Kresh, Linda Arret, Chip Nilges, and Frank Hermes); as well as closing remarks by Diane Nester Kresh. (AEF)

ED 450 805 IR 058 075

Dilevko, Juris
Unobtrusive Evaluation of Reference Service and Individual

a community college education; this is projected to continue at least through the year 2005. The report recommends that measures be taken to improve the rates at which students obtain degrees and certificates and to find ways to help ethnic minority students become more successful. Contains 12 charts. (JA)

ED 450 823 JC 010 197

Elliott, Clifton R.
Report on Attainment of Goals of the 1998-1999 Strategic Plan (1999-2000 Report for Performance Indicator 1E).
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; *Organizational Objectives; School Effectiveness; *Self Evaluation (Groups); *Strategic Planning; Technical Institutes; Two Year Colleges

This report provides a summary on the attainment or progress of the goals and objectives established by Williamsburg Technical College (South Carolina) for the 1998-1999 academic year. Williamsburg Technical College established 10 major goals in support of its mission during this year. To varying degrees of success, all of these major goals have been accomplished, including: (1) providing high quality academic programs, innovative instruction, and comprehensive instruction services; (2) negotiating with secondary schools and higher education institutions to ensure a smooth transition from one institution to another and from school to work; (3) using distance learning and other information technologies to meet the mission of the college; (4) fostering an atmosphere that accepts diversity of the college's community; and (5) providing a comprehensive program of student support services to complement and support educational programs. In support of the major goals, the college established 30 objectives, one of which was to incorporate innovative teaching methods to respond to varied learning styles. The computer lab has made significant progress in transforming the instruction method from self-paced to lecture, and to date all math instruction is being delivered via lecture. (JA)

ED 450 824 JC 010 198

Rooks, Clay D.
WWW.2CHEAT.COM.
PUB DATE- 98
NOTE- 7p.; Paper contributed to the Teaching in the Community Colleges Online Conference (3rd, Honolulu, HI, April 7-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cheating; Community Colleges; Educational Strategies; *Internet; *Plagiarism; *Student Behavior; *Two Year College Students; Two Year Colleges; *World Wide Web

This paper addresses the subject of cheating and plagiarism via the World Wide Web. After spending just a few hours browsing on the Internet, the author found dozens of "cheat" sites that offered term papers of all kinds. Some sites charge a fee for papers, some sites only request that students join by sending in one of their papers to add to the list, and some sites offer indicators include: (1) Student success rate, which meets the current benchmark for this population; (2) Faculty teaching workload, which is 13.9 hours per FTE, below the current benchmark of 16.3; (3) Freshmen retention rate in same institution, which exceeds benchmark; (4) Career and technical graduates employed or continuing their education, which exceeds the benchmark by 12.3 percentage points; (5) Institutional support expenditures as percent of education and general expenditures, which exceeds the current benchmark (in this case the objective is to be under the benchmark); (6) Availability of core and required courses, which exceeds the benchmark; and (7) Support and success of minority students, which did not meet the current benchmark for retention or graduation; (8) Credits required for degree, which meets the benchmark; (9) Providing access to education through courses offered at nontraditional times, which exceeds the benchmark; and (10) Student satisfaction with instruction, which exceeds the benchmark. (JA)

ED 450 845   JC 010 221

Quality Indicator System Report.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Educational Quality; *Evaluation Criteria; *Institutional Evaluation; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Educational Indicators; *Front Range Community College CO

This report is a product of the implementation of a quality indicator system for Colorado's public higher education system. In 1999, the Colorado Commission on Higher Education established a core set of nine indicators, for which data were gathered and benchmarks were identified for measuring performance in terms of these benchmarks. The first portion of this report describes these nine indicators, presents institutional data, and provides benchmarks where applicable. The nine indicators include: (1) graduation rates and credits for degree; (2) faculty instructional productivity; (3) freshmen persistence; (4) achievement rates; (5) lower division class size; (6) approved and implemented diversity plan; (7) institutional support costs; and (8-9) and institutional-specific indicators. For example, Colorado State University's eighth indicator was percentage increase in federally funded research awards, and the ninth was rating of professional veterinary medicine program. Data for each of the nine core indicators constitute a baseline against which annual improvement or maintenance of achievements can be measured. In addition, where applicable, national or statewide benchmarks are used to measure achievement compared to institutions with similar characteristics. The second portion of the report describes a more extensive and comprehensive set of indicators for the eight statewide goals and twenty-three required institutional actions outlined in SB 99-229. (JA)

ED 450 846   JC 010 222

Shymoniak, Leonard
System Performance on Partnership for Excellence Goals: District and College Baseline Data for 1996-97, 1997-98, and 1998-99.

IDENTIFIERS- *Hartnell Community College CA

This document describes the results of an employee survey conducted as part of an Accreditation Self-Study at Hartnell College (California). Approximately 70% of the college's employees responded to the survey during fall 1999, and the respondents' characteristics appeared to be representative of all Hartnell employees. Employees as a whole appeared to be satisfied with how most aspects of the college are functioning, as evidenced by the median response for the vast majority (75%) of survey statements being "mostly agree." However, there were some subgroups, notably full-time faculty, whose responses were significantly less positive in some areas compared with other subgroups and respondents as a whole. Survey results indicated areas of strength, such as employees are interested in promoting student academic success and the college community promotes an environment that supports student and employee diversity. Areas of difference or areas needing improvement included: (1) working conditions and relations among administrators, faculty and classified staff; (2) budget planning, access to software applications, respectful treatment and governance (all issues raised by full-time faculty); and (3) parking. Contains 6 figures, 11 tables and a copy of the survey. (PGS)

ED 450 866   JC 010 255

Marashio, Nancy, Ed.; Marashio, Paul, Ed.
Pedagogy Journal, 2000.
PUB DATE- 00
NOTE- 105p.; Published annually. For volume 6, see ED 447 836.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cognitive Processes; *College Faculty; Community Colleges; *Educational Environment; Service Learning; *Teacher Attitudes; *Teaching Methods; Two Year Colleges; Writing Skills

The theme of the 2000 issue of Pedagogy Journal is finding a "sense of place" within the higher education community. Articles contained discuss this issue as it pertains to different aspects of the postsecondary system. These articles include: (1) "The Role of Left-Brain/Right-Brain Learning Theory in Personal Computer Courses" (Jack Wakelin); (2) "Leaving the Scullery" (Kathy Solomon); (3) "Development of the Love of Writing and Improvement of Assessment Writing Prompt Scores" (Larry Carle); (4) "Using Group Learning Cycle Methods in Science Labs" (Doyle V. David, Martin Lackenbucker, and Gernot Psota); (5) "The Changing Blackboard in Physics?" (Janice Kaliski); (6) "System English Articulation" (Nancy Marashio); (7) "Starting with the Big Picture" (Sandra Cole); (8) "Psychology Overview" (Sandi Hennig); (9) "Take-Home Discussion Papers: An Effective Alternative to Traditional Testing Techniques" (Philip Eller); (10) "Examining the Components of Problem Based Service Learning" (Joe Perron); (11) "Toward a Better Society" (Denise S. St. Cyr); (12) "The Adjunct Professor is an Academic Citizen" (Mary H. Boyle); (13) "A Process Template for Designing a Course" (Paul Marashio); and (14) "Heuristic Research" (Nancy Roy). (EMH)

ED 450 867   PS 026 608

The National Literacy Strategy: Framework for Teaching.
PUB DATE- 98
NOTE- 133p.
LANGUAGE- English

Beyond the Bell. Linkages: Ideas for After-School Programs. Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 8p.; Three staff training sessions for using the video are not available from ERIC. For Beyond the Bell Toolkit, see ED 443 569.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- After School Education; *After School Programs; Elementary Education; *Extracurricular Activities; Middle Schools; Parent School Relationship; *Professional Development; Program Descriptions; *Program Development; School Community Relationship; Transitional Programs; Videotape Recordings
IDENTIFIERS- Program Characteristics

This videotape explores the ways four diverse after-school programs bring about successful linkages between after-school programs at the elementary or middle school level and the regular school day. The 40-minute videotape, designed to be viewed in its entirety or in 15-minute segments, focuses on individual schools and their innovations. The featured middle schools illustrate the use of a homework help system, enhanced teacher communication, and internal communication between day and after-school teachers. The featured elementary programs highlight enrichment activities linked to literacy, communication with families, innovative use of limited space, and enrichment activities. Instructions for conducting three staff training sessions using the videotape are included. A 1-hour session uses one 15-minute video segment to identify the elements of successful linkages. A half-day session examines homework help and enrichment activities at two schools; participants analyze the programs and their capacity for replication. A whole-day session looks at all the characteristics of successful linkages; participants reflect on where they are programmatically and consider future directions. Instructions for the staff sessions include preparation activities and discussion questions. (KB)

ED 450 086 PS 029 227

Readiness for Learning: A Readiness Audit Tool for Kindergarten Classrooms. Booklet and Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 19p.; Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Developmentally Appropriate Practices; *Evaluation Criteria; *Kindergarten; Kindergarten Children; *Learning Readiness; Primary Education; *Program Evaluation; Teacher Student Relationship
IDENTIFIERS- *Indicators

Noting the importance of developmentally appropriate practice (DAP) for teaching kindergarten students, this guide with accompanying videotape is designed to help kindergarten practitioners assess their classroom's level of readiness. The limited comparative studies of the outcomes of such services as adoption, family foster care, and residential care, and limited attention to the dimension of race and ethnicity. Recommendations include greater attention to the role of race and ethnicity and more cross-national research. Appended is an annotated bibliography of texts that consider outcome research in child protective services. (Contains 399 references.) (KB)

ED 450 983   PS 029 245

Gurian, Michael; Henley, Patricia
Boys and Girls Learn Differently! A Guide for Teachers and Parents.
PUB DATE- 01
NOTE- 345p.; "With Terry Trueman."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Brain; Change Strategies; *Children; Classroom Environment; *Cognitive Style; Early Childhood Education; Educational Environment; Educational Innovation; *Educational Practices; Elementary Secondary Education; *Gender Issues; Multiple Intelligences; *Sex Differences; Student Needs
IDENTIFIERS- *Brain Development; Sex Segregation

This book focuses on brain-based research to explore why boys and girls learn differently and how educators and parents can use that information to create the ultimate early childhood, elementary, or secondary classroom for both boys and girls. Part 1 of the book presents research findings from three primary points of view: (1) neurological and endocrinological effects on learning and behavior; (2) developmental psychology; and (3) gender-difference research. Part 2 of the book, based on actual teachers' experiences, presents a practical blueprint to create the "ultimate classroom" at each age or grade level. The chapters of the book are: (1) "How the Brain Learns: Inherent Differences between Boys and Girls"; (2) "How Brain-Based Differences Affect Boys and Girls," focusing on learning style differences, multiple intelligences and their application to brain-based gender difference, and the state of boys and girls in the schools; (3) "The Ultimate Preschool and Kindergarten Classroom," including information on bonding and attachment, nutrition, community building, aggression, and the outdoor classroom; (4) "The Ultimate Elementary School Classroom," including structural innovations, bonding and attachment, discipline and motivation techniques, character education, dealing with cruelty, academic excellence, special needs students, and cooperative and competitive learning; (5) "The Ultimate Middle School Classroom," including discussions of structural innovations, bonding and attachment, discipline, teaching innovations, and special education; and (6) "The Ultimate High School Classroom," including discussion of bonding and attachment, structural and instructional innovations, and special education. The book concludes by asserting that the ultimate classroom must have teachers, supported by administrators and parents, who are both trained and committed to gender-based education. Contains notes for each chapter and lists 155 additional resources. (KB)

ED 450 984   PS 029 246

Cauthen, Nancy K.; Knitzer, Jane; Ripple, Carol H.
Map and Track: State Initiatives for Young Children and Families.

"Managing Stress," including understanding personal stressors and learning relaxation methods; (8) "Solving Social Problems," including predicting consequences of behavior, and developing plans and backup plans as solutions; (9) "Resolving Conflicts," including arguing fairly and effectively, developing compromising skills, and role-playing the other's position; (10) "Managing Anger," including appreciating anger as a normal emotion and decreasing aggressive behavior; and (11) "Putting It All Together," including suggestions for evaluating potential social skills therapy groups. (KB)

ED 450 923 PS 029 265

Understanding Title V of the Social Security Act: A Guide to the Provisions of the Federal Maternal and Child Health Block Grant.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Block Grants; *Children; Family Financial Resources; Federal Legislation; Federal State Relationship; *Financial Support; *Mothers; Public Policy; *State Federal Aid
IDENTIFIERS- Family Support; *Social Security Act Title V

The Maternal and Child Health (MCH) Services Block Grant (Title V of the Social Security Act) has operated as a federal-state partnership since the Social Security Act was passed in 1935. Through Title V, the federal government pledged its support of state efforts to extend health and welfare services for mothers and children. Title V has been frequently amended in ensuing years to reflect changing national approaches to maternal and child health and welfare issues. This booklet provides an overview of Title V for those new to the Block Grant program and a compact guide for those familiar with Title V programs. For each portion of the law, a short synopsis is provided and relevant criteria explained. In addition, citations for the pertinent sections of Title V are included so that those interested in more detailed information can refer to the Title itself. (EV)

ED 450 924 PS 029 266

Status of Oregon's Children: 1999 County Data Book. Special Focus: Early Childhood.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 57p.; For 1998 Data Book, see ED 430 714.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Welfare; Community Programs; *Counties; Day Care; Delinquency; Divorce; Dropout Rate; Early Childhood Education; Early Parenthood; Family (Sociological Unit); Health Insurance; Infant Mortality; Libraries; Mortality Rate; *Social Indicators; Suicide; Trend Analysis; Victims of Crime; *Well Being; *Young Children
IDENTIFIERS- Arrests; Child Mortality; Day Care Availability; Indicators; *Oregon

This Kids Count data book examined trends in the well-being of writing center. Chapters 2 through 6 include between 9 and 20 class activities, and each chapter highlights questions teachers often pose related to particular literacy activities. Included with each activity are guidelines for appropriate age levels, a list of specific materials, suggestions for what to expect as children use the materials, comments and questions to extend thinking and phonetic awareness, and modifications to enhance the activity or change the difficulty level. The book's five appendices include selected predictable books, reading and writing assessment forms, and a sample letter to parents. (KB)

ED 450 941   PS 029 288

Monahan, Sean; Ognibene, Beth; Torrisi, Anne
Effects of Teaching Organizational Strategies.
PUB DATE- 00
NOTE- 61p.; Master of Arts Action Research Project, Saint Xavier University and IRI/Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Change Strategies; *Elementary School Students; *High School Students; High Schools; Homework; Learning Strategies; *Listening Skills; Notetaking; Primary Education; Program Effectiveness; *Student Improvement; Student Journals; *Study Skills; Thinking Skills; *Time Management
IDENTIFIERS- *Organizational Skills; Student Engagement

Based on a review of educational research and informal teacher inquiry suggesting that students could benefit from instruction to improve organizational skills, this action research project examined the effects of teaching selected organizational skills on the study habits and achievement of third and ninth graders. Participating in the study were 44 third graders from 2 classes (including 6 students with learning disabilities and 1 enrolled in the gifted program) and 24 honor level ninth graders from 2 middle class communities in northern Illinois. Student problems with organizational skills were documented by means of teacher and student surveys and observational checklists. The 3-month intervention was comprised of instruction on effective listening skills, time and material management, note-taking strategies, and metacognitive journaling incorporated into the regular classroom curriculum. Target behaviors included turning work in on time, gathering materials, following procedures, presenting finished work, and maintaining condition of materials. Post-intervention data indicated an improvement in organizational skills in the selected target areas, which suggested a possible improvement in study habits and student achievement. One exception was that ninth graders did not involve parents in checking their homework, even after intervention. Parents noted a 65 percent increase in the amount of time their child spent studying in the 9 weeks following the implementation period. Evidence of improved organizational skills was found in checklists detailing observation of student on-task behavior and surveys completed by teachers, parents, and students. (Fourteen appendices include data collection instruments, permission forms, and sample materials. Contains 13 references.) (KB)

ED 450 942   PS 029 289

Juvonen, Jaana, Ed.; Graham, Sandra, Ed.
Peer Harassment in School: The Plight of the Vulnerable and Victimized.

PUB DATE- 00
NOTE- 9p.; "The National Parent Network on Disabilities and Inclusion Incorporated worked in collaboration to produce this document."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Bullying; Child Advocacy; Child Health; Child Rearing; *Children; *Conflict Resolution; Elementary Secondary Education; Family Environment; Family (Sociological Unit); *Parent Child Relationship; Parent Education; Parent Materials; *Prevention; Role Models; *Violence

Noting that parents play an essential role in preventing or breaking the cycle of violence, this pamphlet shows parents how to prevent violence in their home and community. The pamphlet, designed for use with children of all ages, is part of the "Bright Futures for Families" series, which offers information on health and child development for use by families and by health care professionals. The pamphlet focuses on strategies and action steps parents can take to help teach their children alternatives to violent behavior. Parents are given suggestions for showing love and concern, developing two-way communication with their children, handling powerful emotions effectively, finding solutions to conflict without fighting, keeping their child from being victimized by a bully, preventing their child from becoming a bully, and being an advocate to reduce school violence. The pamphlet concludes with a list of seven print and videotape resources to help prevent violence. (KB)

ED 450 960 PS 029 313

Kisker, Ellen Eliason; Love, John M.; Raikes, Helen
Leading the Way: Characteristics and Early Experiences of Selected Early Head Start Programs. Volume I: Cross-Site Perspectives. Early Head Start Research and Evaluation Project. Local-National Partnerships.
PUB DATE- 99
NOTE- 136p.; Document prepared with Kimberly Boller, Diane Paulsell, Linda Rosenberg, Kathleen Coolahan, and Lisa J. Berlin.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Change Strategies; *Client Characteristics (Human Services); *Early Intervention; *Infants; Preschool Education; Program Descriptions; Program Evaluation; Program Implementation; Public Policy; Theories; *Toddlers
IDENTIFIERS- *Early Head Start; *Program Characteristics

The first of a 3-volume series describing the 17 Early Head Start (EHS) programs in fall 1997, this report discusses the main features of the research programs and identifies the key challenges and successes they experienced during their first year of serving families. Chapter 1 of the report discusses the historical and national context of the first years of Early Head Start, including public policy issues and the proposed evaluation. Chapter 2 describes the programmatic approaches, community contexts, and expected outcomes of the new programs, as well as the characteristics of the families enrolling in the new EHS program. Chapter 3 identifies the program activities planning, health and safety functions, enterprise activities, and reliability to farm operations, and that they were available 24 hours a day. Two role categories were identified, traditional and contemporary. Women in the grains industry were generally highly educated, contributing business and administration skills, assisting in manual farm operations, earning off-farm income, and caring for the family. Women undervalued their skills and contributions and lacked the confidence and skills to be more involved. The majority of women expressed either a lack of interest in being involved or a lack of belief in their ability to impact on the agripolitical area. Approximately 27 percent of these women wanted something better and had the capabilities and determination to achieve it. Attracting these women to greater involvement in the grains industry will require, at the industry level, recognizing their capabilities; valuing their input; providing training, support such as mentors and role models, a professional work environment, and accessible, affordable childcare; and raising the profile of farming. (TD)

ED 450 977 RC 022 780

Chaffe, Robert F.
Moving beyond the Cutting Edge.
PUB DATE- 98
NOTE- 8p.; In: Falk, Ian, Ed. Conference Proceedings of the International Symposium on Learning Communities, Regional Sustainability and the Learning Society (June 13-20, 1998). Launceston, Tasmania, Centre for Research and Learning in Regional Australia, p87-93.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conferance Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Farmer Education; Change Strategies; *Farm Management; Foreign Countries; Long Range Planning; Rural Development; *Rural Extension; Rural Farm Residents; *Strategic Planning
IDENTIFIERS- *Australia (Victoria); Family Farms

Following a nationwide drought in 1982, the Australian government instituted the National Property Management Planning program to build skills in the rural community to better manage the farm business, including the need to manage change. In Victoria, the program is delivered through the FarmSmart project. FarmSmart is: learner centered; involves farm families; works with groups that stay together for some time; is led by facilitators dedicated to the project; focuses on the strategic part of the farm family business plan; uses existing providers to undertake skill training; develops effective communication and builds trust within families and groups; builds participant confidence to make hard decisions; and links with other learning experiences and outcomes. Managed by the Victorian Farmers Federation and the Department of Natural Resources and Environment, FarmSmart is delivered on a regional basis and is assisted in each region by steering committees who represent the farming community and include people with skills in adult education and extension. The project consists of an introduction and three workshops. These workshops help farm families agree on a vision for their future and develop an understanding of the planning process; focus on learning and using tools to develop the business plan and on building trust among members; and allow farm families to experience the practical nature of business plans through six meetings per children's lives. However, teachers were not meaningfully engaged in decision making, were ambivalent about the existence of a strong and shared district vision, collaborated only modestly within and across schools, and had not developed a sense of collective responsibility for student learning. By the second year, teachers were beginning to understand how curriculum alignment had positive effects on all aspects of teaching, learning, and staff interaction; schools with higher indicators of implementation had higher student achievement scores; in subjects where the curriculum was aligned, scores increased dramatically; achievement differences by socioeconomic status and gender were decreasing; and the schools were slowly developing the capacity for continuous school improvement. (TD)

ED 450 995   RC 022 845

Stangl, Karin, Ed.
Our Land, Our Trust, Our Future: Preparing for Tomorrow. 2000 Annual Report.
PUB DATE- 00
NOTE- 85p.; Figures, photographs, and colored pages may not reproduce adequately. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Conservation (Environment); Elementary Secondary Education; Environmental Education; *Financial Support; *Income; *Land Use; Natural Resources; Outdoor Education; Rural Development; *State Agencies; *Trusts (Financial)
IDENTIFIERS- *New Mexico; *Public Lands; Resource Management; Royalties

Under New Mexico's constitution, the State Land Office administers 9 million acres of surface and 13 million acres of mineral rights for its beneficiaries. Each acre of land or mineral rights is designated to a specific beneficiary, with public schools receiving most of revenues. This annual report for fiscal year 1999-2000 details these revenues and their distribution and describes agency efforts to preserve the lands, provide outdoor and environmental education opportunities for New Mexico's schoolchildren, and pursue mixed-use development compatible with local communities' needs and desires. In fiscal year 2000, the agency distributed over $295 million: 82 percent to public schools, 8 percent to special schools, 3 percent to higher education, and 7 percent to hospitals and other beneficiaries. The agency works together with schools and other interest groups to raise public awareness about land conservation programs and issues and to make trust lands available as outdoor classrooms. Agency personnel help prepare lessons plans, assist with outdoor instruction, and present an annual award to an outstanding participating teacher. Staff have identified about 50,000 acres of trust lands as suitable for development. The most prominent development project is Mesa del Sol, near Albuquerque, intended as an innovative model for sustainable community development. This report includes extensive financial details; lists of past commissioners, advisory board members, and award-winning teachers; legislation and policy developments; and strategies to protect nonrenewable assets and sustain the land. (SV)

ED 450 996   RC 022 851

amendments to the ESEA amendments of 1978 related to Bureau of Indian Affairs (BIA) schools and amendments to the Tribally Controlled Schools Act of 1988. Both sets of proposals stress local tribal flexibility in developing education programs and continue the trend toward increasing tribal contracting of federal services and programs. Testimony from U.S. Senators and representatives of Native educational associations addressed the role of Native school boards, the backlog of nearly a billion dollars in construction needs at BIA schools, the need for investment accounts for every BIA school to cover the costs of capital improvements, funding mechanisms, tribal educational standards and accountability, and local training and technical assistance needs. The question of whether a BIA grant school could also receive state charter-school funds was discussed. The appendix contains the Navajo Nation's recommendations for specific language to be used in the amendments. (SV)

ED 451 013   RC 022 879

An Attitudinal Survey of Pennsylvania's Rural Residents.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; Economic Development; Educational Attitudes; *Government Role; Public Education; *Public Opinion; *Public Policy; *Quality of Life; *Rural Areas; State Surveys
IDENTIFIERS- *Pennsylvania

Telephone surveys of 844 residents in 42 rural Pennsylvania counties established baseline data on rural opinions about 14 public policy issues. Concerning government spending, respondents felt that too little was spent on job creation, aging issues, child care, education, health services, and farming and agriculture; funding was about right for parks and recreation, historic preservation, and public transportation; and too much was spent on welfare services. Respondents showed a moderate to high level of trust and confidence in major governmental institutions, including schools, but only 37 percent had confidence in Congress. The four most important policy areas to rural residents were education, public safety, jobs/economic development, and health services, as indicated by a rating of 10 on a scale of 1 to 10. Property taxes rated 9, followed by roads, environment, state taxes, and farm issues at 8. Issues in which performance did not measure up to importance included jobs and economic development, property taxes, health services, education, public safety, state taxes, zoning, environment, transportation, farm issues, welfare, and parks and recreation. Attitudes about local governmental cooperation were split. Support was strong for local control of "sprawl," but not as strong for state control. A majority of respondents saw their community as a good place to live and supported their local business community. Problems with health care were related more to cost than availability. (TD)

ED 451 014   RC 022 880

Villanueva, Margaret; Erdman, Brian; Howlett, Larry
World City/Regional City: Latinos and African-Americans in Chicago and St. Louis. JSRI Working Paper No. 46.
PUB DATE- 00
NOTE- 15p.; Based on a paper presented at the Annual African/Latin-American Research Symposium (6th, Chicago, IL, April 13, 1996).

DESCRIPTORS- Animal Behavior; *Animals; Elementary Education; Environmental Education; *Ichthyology; Science Activities; Science Education; Wildlife
IDENTIFIERS- *Alaska; Fishes; *Salmon

This children's activity book helps students discover Alaska's salmon. Information is provided about salmon and where they live. The salmon life cycle and food chains are also discussed. Different kinds of salmon such as Chum Salmon, Chinook Salmon, Coho Salmon, Sockeye Salmon, and Pink Salmon are introduced, and various activities on salmon are included. (ASK)

ED 451 033 SE 064 367

Glenn, Jeanne Lozar
Environment-Based Education: Creating High Performance Schools and Students.
PUB DATE- 00
NOTE- 50p.; Supported by the AT&T Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Effective Schools Research; Elementary Secondary Education; *Environmental Education; Environmental Influences; Environmental Research; Student Motivation
IDENTIFIERS- Florida; Kentucky; Minnesota; North Carolina; Texas; Wisconsin

The National Environmental Education and Training Foundation (NEETF) commissioned the North American Association for Environmental Education (NAAEE) to prepare this report in order to provide the education community and the American public with information about successful environment-based education programs in the nation's schools. The report consists of a collection of case studies of schools in Texas, North Carolina, Wisconsin, Minnesota, Kentucky, and Florida that are using the environment to motivate students to learn and bring new life and meaning into their school experience. These studies document current evidence supporting the premise that, compared to traditional educational approaches, environment-based education provides academic performance across the curriculum. (SAH)

ED 451 034 SE 064 405

Nous, Albert P.
Satellite Imaging in the Study of Pennsylvania's Environmental Issues.
PUB DATE- 00
NOTE- 20p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computers; Earth Science; Elementary Secondary Education; *Environmental Education; Map Skills; Problem Solving; *Satellites (Aerospace); *Science Curriculum; *Space Sciences; *Technology; Thinking Skills
IDENTIFIERS- Pennsylvania

This document focuses on using satellite images from space in the classroom. There are two types of environmental satellites routinely broadcasting: (1) Polar-Orbiting Operational Environmental Satellites (POES), and (2) Geostationary Operational Environmental Satellites (GOES). Imaging and visualization techniques provide students with a better

*Spatial Ability; Visualization

This paper examines the differences between student performance on two separate measures, the Spatial Visualization portion of the "Differential Aptitude Test" and the "Geometry Content Knowledge Test." Results from the hybrid quantitative/qualitative study indicate that although there were no differences in performance on spatial visualization for males and females or across ethnicities, differences in performance on geometry content knowledge tasks for ethnicity were evident. (Contains 35 references.) (Author/ASK)

ED 451 058 SE 064 618

The World's Weather. CD-ROM .
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- tual self-reports as there are no adjustments made for nonresponse. For the nonrespondents, partial
DESCRIPTORS- Earth Science; Elementary Secondary Education; Foreign Countries; Multimedia Materials; Optical Data Disks; *Science Activities; Science Instruction; *Weather; *Wind (Meteorology)
IDENTIFIERS- Europe; *Seasons; Sun; United Kingdom

This CD-ROM provides an interactive multimedia approach to teaching about weather. Activities include making your own weather instruments, looking at the effects of wind, investigating sun and shade, looking at weather in the United Kingdom, looking at Europe, shopping the world's supermarket, shifting the seasons, the effects of the Earth's axis, using data from satellites, checking weather forecasts, and the effects of weather on life. A section of notes for teachers is also included. A note pad option allows students to take notes while reviewing the program and allows the user to copy text and graphics. Several activity sheets are contained in the package which can be printed from the disk. (SAH)

ED 451 059 SE 064 619

Food Chains & Webs. A Multimedia CD-ROM. CD-ROM .
PUB DATE- 01
NOTE- 8p.; For other CD-ROMs in series, see SE 064 620-621.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- tual self-reports as there are no adjustments made for nonresponse. For the nonrespondents, partial
DESCRIPTORS- Biology; Elementary Secondary Education; Multimedia Materials; Optical Data Disks; *Science Activities; *Science Instruction; Teaching Methods; World Wide Web
IDENTIFIERS- *Food Chains; *Food Webs

This CD-ROM is designed for classroom and individual use to teach and learn about food chains and food webs. Integrated animations, custom graphics, three-dimensional representations, photographs, and sound are featured for use in user-controlled activities. Interactive lessons are available to reinforce the subject material. Pre- and post-testing sections are also included as well as an online glossary and interactive help section. (SAH)

ED 451 060 SE 064 620

Annelids. A Multimedia CD-ROM. CD-ROM .
PUB DATE- 01

DESCRIPTORS- Architecture; *Built Environment; *Educational Cooperation; Foreign Countries; Futures (of Society); Secondary Education; Secondary School Students; *Student Projects; Student Surveys; Urban Culture; *Urban Environment; *Urban Studies
IDENTIFIERS- *Sweden (Stockholm)

How is the next generation going to live within and use the city? This study of the urban environment provided students with opportunities to learn about the function of architecture and planning, to identify their beliefs and opinions, to consider a range of views, and ultimately to make informed and responsible choices concerning the built environment and community values. This paper is designed to assist teachers to integrate urban study concepts with daily lesson plans. Starting in Hagersten, a suburb south of Stockholm (Sweden), teaching resources are being developed and distributed via CD-ROM and the Internet; these resources will be used in schools from suburbs and cities as a cultural relay. By devising a cultural relay between schools and cities, students and teachers learn to appreciate and study the city. Students and teachers use the city as classroom and textbook, learning about buildings, green spaces, transportation networks, and influences from different cultures and periods. Teachers of social science, languages, arts, and music have all collaborated on the project. Contains illustrations. (BT)

ED 451 083 SO 032 068

Gooding-Brown, Jane
Conversations about Art: A Disruptive Model of Interpretation.
PUB DATE- 00
NOTE- 7p.; Paper presented at the World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). Funded by the Australia Council for the Arts.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Discourse Communities; Foreign Countries; Grade 11; High Schools; *Interpretive Skills; *Models; Self Concept; Visual Arts
IDENTIFIERS- Art Students; Australia (New South Wales); Foucault (Michel); *Interpretive Validity; Social Construction

This paper describes a disruptive model of interpretation which explores positions in discursive practices embedded in visual culture as a means of understanding self and difference. The model understands interpretation as a Foucauldian technique of the self, and its use may give art teachers and students strategies for understanding the social construction of interpretation, self, and difference through discursive positions. The model developed from a deconstruction of the responses from Grade 11 visual arts classes in two high schools in New South Wales, Australia, and emerged from text deconstruction as a tying together of modernist practices of interpretation with a postmodern understanding of the construction of interpretation and/with self. The basis for this disruptive model is found in the dilemma of authoritative (modern) interpretation and multiple voices (postmodern) interpretation. The first part of the model establishes an authoritative interpretation from sources such as artists, critics, historians, and teachers, and an examination of the discursive practices of the interpretation forms the next part

Instruction; *Cooperative Learning; Grade 5; Intermediate Grades; *Scores; *Social Studies
IDENTIFIERS- Knox County Schools TN

This study, conducted in Knox County, Tennessee, compared retention scores of students using traditional learning methodologies to retention scores of students taught using cooperative learning strategies. Participants (n=23) remained the same during both phases of instruction. A comparison of posttest scores of a fifth grade social studies unit taught using traditional instruction to that of a social studies unit taught using cooperative learning strategies showed no significant difference at the .05 level of significance in the students' performance after cooperative learning instruction. The hypothesis was retained: there is no significant difference between retention scores of students who are taught social studies with cooperative learning strategies and retention scores of students who are taught social studies through traditional methods. Nine of the twenty-three students who participated in this study increased their test average by nine percent or better under cooperative learning strategies. However, as a class the test average decreased by two percent on average during cooperative learning instruction. More research is needed in this area. (Contains 2 figures, 1 table, and a 45-item bibliography. Approval forms are appended.) (Author/BT)

ED 451 103   SO 032 618

Gensch, Nancy
Coaching the Voice of the Feminine.
PUB DATE- 00
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Context; *Feminism; *Individual Development; Interviews; Naturalistic Observation; Qualitative Research; *Self Expression
IDENTIFIERS- Colorado (West); Historical Background; Interpretive Research; *Patriarchy

This study examined the substance, researched the history, tracked the growth, and documented the expression of the feminine voice. Patriarchy, as a critical, formative construct, is viewed from historical, religious, and societal perspectives. The emergence and growth of the Feminist era was also considered as a source of support to feminine expression. A four-question interview with 15 women, all residents of western Colorado, generated abundant information about the essence and expression of the feminine voice. Interview questions considered how feminine expression is facilitated, communicated, responded to, and further promoted. This study of the diverse and multi-faceted feminine voice suggests that self-in-relationship is one common factor in all feminine expression, and that much expression is facilitated and sustained by support, validation, and encouragement. The most natural area for further research would appear to be a study of the feminine component of the male voice. (Contains 38 references. Appended are the interview questions, transcribed interviews, and two handouts.) (Author/BT)

ED 451 104   SO 032 619

Winterstein, Stephen
Teaching the Vietnam War: A Conference Report.

price system and production; (2) competition and monopoly; (3) comparative economic systems; (4) the distribution of income and poverty; (5) the role of government; (6) the role of the entrepreneur; (7) public choice; (8) taxation; (9) the business cycle; (10) wages and unions; (11) trade and tariffs; and (12) money and banking. Of the 16 textbooks examined, three received A's and three received B's; however, three received C's, five received D's, and two received F's. Assessment findings revealed that most texts do a decent job of describing trade, the failure of communism, and the impact of entrepreneurs; however, most are deficient in three areas: competition and monopoly, the economics of taxation, and the lesson of the Great Depression. The report describes the methodology and evaluation criteria, explains the grade for each textbook examined, and provides recommendations. (BT)

ED 451 126   SO 032 653

Byrnes, Ronald S.; Shanton, Kyle D.
Toward Teaching & Learning about Pluralism: Our Missteps and Next Steps.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Preservice Teachers; Public Schools; *Student Reaction
IDENTIFIERS- Collaborative Research; *Critical Inquiry; *Dialogic Communication; Teaching Perspectives; Teaching Research

This collaborative, critical inquiry describes and analyzes what happened in the authors' respective classrooms when two preservice teachers responded angrily to a film and a novel designed to help them acknowledge, honor, and work effectively with the increasingly diverse students in the school district surrounding their university. The paper explains the intent of showing the film and assigning the novel, and then the authors describe how they were caught off-guard by the students' outbursts. In the end, through an ongoing dialogic conversation about the critical incidents, the authors identify the missteps they took in their classes, communicate important changes in their thinking, and share ideas on how they plan on teaching about pluralism in the future. (Author/BT)

ED 451 127   SO 032 668

Illinois State Bar Association Law Day Activities Guide. 2001 Edition.
PUB DATE- 01
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Citizen Participation; *Citizenship Education; Elementary Secondary Education; *Law Related Education; *Legal Problems; Social Studies
IDENTIFIERS- *Illinois; *Law Day; Legal Information

These law-related lessons and activities can facilitate participation in a Law Day program. Following an introduction, this activities guide is divided into these sections: "Tips for

Resilience Education.
PUB DATE- 01
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Coping; Decision Making; Elementary Secondary Education; High Risk Students; Higher Education; Observation; *Resilience (Personality); Stress Management; Student Participation; Transformative Learning
IDENTIFIERS- Authenticity; Reflective Thinking

This book examines how young people who struggle with life's worst conditions somehow manage to overcome adversity, identifying significant factors that contribute to their resilience. The book presents information and decision making skills students need to make good decisions in the face of adversity; learning strategies and teaching techniques that facilitate student acquisition of good decision making skills; vignettes and specific examples of what a resilient youth looks like; real-world portraits of school communities that support resilience; and specific guidelines for creating conditions for resilience in the classroom. There are nine chapters in two parts. Part 1, "Supporting Evidence for Resilience," includes: (1) "The Limitations of a Risk Orientation"; (2) "Understanding the Human Capacity for Healthy Adaptation"; and (3) "Applying a Resilience Approach to Education." Part 2, "The PORT-able Approach to Resilience Education," includes: (4) "Educating through Participation, Observation, Reflection, and Transformation"; (5) "Participation: Authentic, Active Engagement"; (6) "Observation: Noting Your Experience"; (7) "Reflection: Interpreting Your Experience"; (8) "Transformation: Being Aware of and Responsible for Change"; and (9) "Bringing It All Together." (Contains 108 references.) (SM)

ED 451 146 SP 039 813

Gordon, June A.
The Color of Teaching. Educational Change and Development Series.
PUB DATE- 00
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Cultural Influences; *Decision Making; *Diversity (Faculty); Elementary Secondary Education; Higher Education; Hispanic Americans; *Minority Groups; Preservice Teacher Education; Student Recruitment; Teachers; *Teaching (Occupation)

This book presents interviews with people of color from four groups (African Americans, Native Americans, Asian Americans, and Latinos), many of whom are teachers or education professionals, who express their attitudes toward teaching and understanding of why minority students are not choosing to become teachers. The book addresses the problem of increasing minority participation in teaching, using a comparative study of community forces that potentially influence the decision to teach. Community forces are ideas or images of teachers and teaching held by members of minority groups. The research suggests that community forces can influence the decision to become a teacher, and it demonstrates the importance of the comparative approach. Although the groups share several factors in the community forces, there are significant differences.

(Cynthia M. Patterson); (11) "Want Value for Education Dollars? Try Music!" (John R. Gerdy); (12) "The Rise of American Sport and the Decline of American Culture" (Robert H. McCabe); and (13) "The Pedestals are Vacant" (Bill Curry). (SM)

ED 451 165   SP 039 839

Torabi, Mohammad R., Ed.
The Fourth Special Issue on HIV/AIDS Education and Prevention in Rural Communities. The Health Education Monograph Series, Volume 18, Number 1.
PUB DATE- 00
NOTE- 69p.; "This publication is made possible through donations from Pegasus Satellite Television."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Black Students; College Students; *Comprehensive School Health Education; Females; High School Students; High Schools; Higher Education; Homosexuality; Males; Mortality Rate; Physicians; Pregnancy; *Rural Areas; Secondary Education; Sexuality; Student Behavior
IDENTIFIERS- Risk Reduction; Risk Taking Behavior; Sexually Transmitted Diseases; South Carolina; Texas

This collection of papers on HIV/AIDS prevention and education in rural communities includes: "Understudied HIV/STD Risk Behaviors among a Sample of Rural South Carolina Women: A Descriptive Pilot Study" (William L. Yarber, Richard A. Crosby, and Stephanie A. Sanders); "Risk and Co-Factors among Women Related to HIV Infection and AIDS Treatment" (Nancy T. Ellis); "Management of the Care of HIV-Infected Pregnant Women" (James G. Anderson, Marilyn M. Anderson, Linda L. Casebeer, and Robert E. Kristofco); "A Longitudinal Study of HIV/AIDS Related Mortality among African American and Hispanics in Texas During 1997" (Dennis Daniels and Haydee Encarnacion); "Perceived Behavioral Control for HIV/STD Prevention among African-American Undergraduate Students" (Andrew J. Kanu and Caroline G. Kanu); "Psychosocial Distress among Gay and Bisexual Men Living with HIV/AIDS in Small U.S. Towns and Rural Areas" (Timothy G. Heckman and Jeffrey G. Miller); "Rural and Non-Rural Adolescents' HIV/STD Sexual Risk Behaviors: Comparisons from a National Sample" (Richard A. Crosby, William L. Yarber, Kele Ding, Ralph DiClemente, and Brian Dodge); and "Family Physicians' Knowledge, Attitudes, and Practices Regarding HIV/AIDS Prevention" (Mohammad R. Torabi, Sandra Aguillon, and Ifeng Jeng). (Papers contain references.) (SM)

ED 451 166   SP 039 840

KidsWalk-to-School: A Guide To Promote Walking to School.
PUB DATE- 00
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bicycling; *Child Health; Child Safety; Crime Prevention; Elementary Secondary Education; Pedestrian Traffic; *Physical Activities; Physical Fitness; School Safety; *Walking

This guide encourages people to create safe walking and biking routes to school, promoting four issues: physically active related projects and that mentees increased their confidence in working on administration-related projects. Mentees who met with mentors four or more times were significantly more positive about the program than were those who met less frequently. (Contains 20 references.) (SM)

ED 451 185 SP 039 868

Beamon, Glenda Ward
Making Classrooms "Safe" for Adolescent Learning.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Child Health; *Educational Environment; *School Safety; Secondary Education; Teacher Responsibility
IDENTIFIERS- *Psychosocial Development

Educators must create learning environments that are responsive to the social, emotional, and intellectual needs of adolescents. Today's adolescents need emotional and social guidance to cope with social pressures and personal identity confusion that naturally accompany adolescence. This generation of adolescents brings a different set of needs into the classrooms. Their experiences have been shaped and influenced by easy access and overexposure to technology and the media. While the classroom must be physically safe, adolescents additionally need a psychologically safe environment for learning. In classrooms characterized by relationship-building, positive interaction, and trust, adolescents can develop socially and emotionally. Experiences that help teach tolerance, empathy, civility, and moral development include perspective-taking, debate, role playing, decision making, discussion, and civic action projects. Personal reflection can be encouraged through journal writing. Community can be built through collaborative inquiry and technology-based projects that enable adolescents to connect to the world of experience beyond the classroom. The current ideas for fostering social and emotional support for adolescent learning can be grouped into several broad areas, including: personalize learning opportunities; build relationships; promote inner management; create emotional security; and teach well. (Contains 23 references.) (SM)

ED 451 186 SP 039 869

Harris, Mary M.
Learning from New Teachers: Project Launch in Broad Strokes.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; *College School Cooperation; Elementary Secondary Education;

improvement models. The report is based on a variety of data from these schools, including principal and teacher surveys (2,100 teachers) in the 1997 and 1998 school years, data about achievement test scores, and information about school demographic characteristics. The implementation of the designs was found to be higher among schools with greater experience with the design, although there was some lack of increases in implementation over time. Among the factors found to affect implementation were teacher perceptions, school characteristics, the nature of the design, design team assistance, and school district support. In the 163 schools for which achievement data were available, 50% showed gains in mathematics and 47% showed gains in reading. Overall, the analyses underscore the importance of school district environment and design team assistance in implementation of the NAS designs. Six appendixes contain supplemental information about the evaluations and the teacher and principal questionnaires. (Contains 62 figures, 24 tables, and 120 references.) (SLD)

ED 451 205   TM 032 432

Kame'enui, Edward; Simmons, Deborah; Cornachione, Chari
A Practical Guide to Reading Assessments. An Activity of the Partnership for Family Involvement in Education.
PUB DATE- 01
NOTE- 131p.; A joint project of the U.S. Department of Education, the International Reading Association, and Health Communications, Inc.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; English; *Reading Tests; *Spanish Speaking; *Student Evaluation; Test Construction; Test Format; *Test Use

This guide is designed to provide teachers and reading tutors with an easy-to-use and practical guide to selecting and using reading assessment tools that (1) provides descriptions of reading assessments for English and Spanish speaking students that can be used to diagnose and identify their reading skills and abilities; (2) helps teachers find instruments that meet their special needs; and (3) encourages the use of assessments to guide instruction. Each assessment is described on one page, with information on the developers of the assessment, its grade level, purpose, key elements, including time required to administer the assessment, and other considerations. The guide includes descriptions of 30 assessments in English and 10 in Spanish. (SLD)

ED 451 206   TM 032 433

Inoue, Yukiko
Research Design and Analysis: Examples of Questions and Answers.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Analysis; *Research Design; Research Methodology; *Test Construction

This manual documents the technical aspects of the Massachusetts Comprehensive Assessment System (MCAS). In May 1998, Massachusetts public school students in grades 4, 8, and 10 participated in the first annual administration of the MCAS tests in English Language Arts, Mathematics, and Science & Technology. This report provides information about the technical quality of these assessments. It includes a description of the processes used to develop, administer, and score the tests and to analyze test results. The report may be of interest to the educated public, but it is intended for experts in psychometrics and educational research and assumes working knowledge of measurement concepts such as reliability and validity and statistical concepts such as correlation and central tendency. The report contains these sections: (1) "Assessment Development"; (2) "Test Administration"; (3) "Development and Reporting of Scores"; (4) "Technical Characteristics"; (5) "Reference"; and (6) "Appendices." The appendixes list MCAS committee members, and discuss distributions of item statistics and estimating the accuracy of MCAS performance level decisions. (Contains 4 figures, 45 tables, and 24 references.) (SLD)

ED 451 228 TM 032 456

Bastick, Tony
"Who Did What": Maximising Collaborative Learning by Using Accountable Assessment.
PUB DATE- 99
NOTE- 6p.; Paper presented at the North American Conference on the Learning Paradigm (3rd, San Diego, CA, January 1999). For a related paper from the same author, see TM 032 460.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Cooperative Learning; Criteria; *Evaluation Methods; *Group Activities; Group Membership; Reliability; Student Evaluation; *Student Participation; Validity

The purpose of this paper is to report a successful technique for assessing cooperative group work reliably and validly. The paper demonstrates a simple-to-use assessment procedure that tracks individual accountability, energizes student interaction, and rewards cooperative learning, even as it uses fewer administrative resources than traditional approaches. The difficulty in assessing an individual's contribution to group work lies in determining who did what. The solution suggested here is to separate the assessment of the final product from the assessment of each individual's contribution. In practice, students are given the criteria for the final product at the beginning of the work, and they receive a confidential feedback sheet on which they make a judgment about the percentage of each member's contribution to the group work, including their own if that assessment is culturally appropriate. These forms are confidential and not anonymous. The form also asks for the rationale for each judgment. Percentages awarded by each group member are averaged, and this average is applied to the product of the independently awarded product score times the number of members of the group. Students are not asked to assess the quality of the work, but only the contributions of each group member. (Contains 1 table and 10 references.) (SLD)

ED 451 229 TM 032 457

Bastick, Tony
Three Ability Framework (3AF): A Paradigm for Evaluating the Quality of Teaching.
PUB DATE- 99
NOTE- 5p.; Paper presented at the North American Conference on the Learning Paradigm (3rd, San Diego, CA, January 1999). For a related paper from the same author, see TM 032 462.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *College Faculty; College Students; Competence; *Evaluation Methods; Foreign Countries; Higher Education; Professional Development; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Attitudes
IDENTIFIERS- Jamaica

This paper describes a new, but tried and tested, paradigm in teacher evaluation: the Three Ability Framework (3AF). Previous research has identified three fundamental abilities that faculty implicitly expect to develop in their courses: technical skills, professional competence, and professional attitudes. The 3AF monitors the alignment of the student's and teacher's expectations of these developments. The process respects the professional freedom of lecturers to be responsible for how they believe their subjects should be taught. Because the process is so efficient, it can be used two or three times during courses to monitor the quality of teaching. This evaluation method also links student assessment to the professional awareness of the teacher, resulting in a single number that is used as an administrative decision point. The 3AF is applied in a five-step process that begins with training provided the lecturer by the institution. Alignment between student ratings and the lecturer's own rating is calculated. It has been found in previous research that the alignment of percentage ratings correlates with academic attainment as measured by examination and coursework and that the alignment of proportions of the three abilities correlates with enjoyment of the course. (Contains 14 references.) (SLD)

ED 451 230   TM 032 458

Bastick, Tony
A Three Factor Model To Resolve the Controversies of Why Trainees Are Motivated To Choose the Teaching Profession.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Biennial Cross Campus Conference in Education (5th, St. Augustine, Trinidad, April 1999). For a related paper from the same author, see TM 032 467.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Altruism; *Career Choice; College Students; Foreign Countries; Higher Education; Incentives; Preservice Teachers; *Student Motivation; *Teacher Attitudes; Teacher Education; *Teaching (Occupation); Values
IDENTIFIERS- Jamaica

Why trainee teachers join the teaching profession in Jamaica was studied. Previous research has suggested that their reasons may be extrinsic (related to characteristics of the job), intrinsic

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Cooperative Learning; Criteria; *Evaluation Methods; *Group Activities; Group Membership; Reliability; Student Evaluation; *Student Participation; Validity

This paper aims to make the techniques of cooperative learning more attractive to teachers by presenting a method of assessment that avoids the drawbacks associated with trying to extract valid and reliable individual marks from cooperative performances. The paper presents an easy-to-use method of assessing an individual's contribution to a cooperative performance. The method makes efficient use of the teacher's time, has a built-in reliability measure, and validity checks. By separating the performance criteria from the assessment process the method also highlights cooperative dynamics within the group and identifies a fundamental learning problem faced by less able students across types of performance and subject content areas. Participants in the study that developed the approach were 57 undergraduate and graduate students in 8 groups. Students were asked to assess the contributions of each member of the group, with the assessment of the project itself kept separate. The product assessment was weighted by the number of students in the group and combined with the confidential peer assessments to arrive at a mark for each person. The variation in the marks received by a group member were a measure of the reliability of the member's marks, and the reasons given by peers were an indication of the construct validity of the group member's mark. Results with the eight groups support the use of the technique. (Contains 2 tables and 18 references.) (SLD)

ED 451 252 TM 032 480

Bastick, Tony
Quality Assessment for Teachers of Continuing Education and Training Programs.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the International Association for Continuing Education and Training (Fort Lauderdale, FL, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adult Students; *College Faculty; Competence; *Continuing Education; *Evaluation Methods; Higher Education; Professional Development; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Attitudes

Continuing education students bring with them expectations from previous teaching that challenge the effectiveness of usual teacher evaluation procedures. This paper presents a validated approach to the evaluation of teaching that identifies potential problems with individuals and minority groups of continuing students. This approach can be used during the course to steer teaching back on course before problems arise. The approach, the Three Ability Framework (3AF), results in a single quantitative measure of the quality of teaching that can be used as an administrative decision point. The 3AF feedback around 30 years old. The overall story of immigration in the 1990s is one of growing magnitudes and accentuation of patterns set in the 1980s. During the 1990s, California attracted 1.8 million of the country's 6.9 million immigrants. California's immigrants are unique in that they are mainly recent arrivals. California's immigrant population favors specific locations, particularly Los Angeles county and the Bay area. Asians comprise one of the country's largest sources of documented immigrants, with a regional concentration in California. Asian immigrants are similar to the larger documented immigrant population. Asian immigration in the 1990s targeted mainly California, New York, Texas, and New Jersey. The rate of citizenship among Asian immigrants has increased annually. Many immigrants hold dual or multiple citizenship. (SM)

ED 451 272 UD 034 043

Mims, J. Sabrina; Ponce, Ana; Moore, Stephanie; Jones, Kevin
The Academic Summer Camp: A Demonstration of the School as a Center of Expertise.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; Charter Schools; Elementary Secondary Education; Hispanic American Students; Parent Participation; Partnerships in Education; Poverty; Preservice Teacher Education; Professional Development Schools; Student Teaching; *Summer Programs; *Summer Schools
IDENTIFIERS- *Accelerated Schools

This paper describes the Academic Summer Camp (ASC) initiated at The Accelerated School (TAS), the country's first charter accelerated school. The ASC delivers educational services to K-7 children and their parents in south central Los Angeles. Students are 40 percent African American and 60 percent Latino, and most qualify for the federal free meals program. The paper discusses how, through the inquiry process, the ASC provided a demonstration of the school as a center of expertise for resolving its challenges and moving beyond them. The paper presents a history of TAS and its unique characteristics resulting from its charter status, discussing how parents at TAS became a catalyst for creating a summer program and how the accelerated schools process provided a mechanism and structure for tapping into the wealth of resources within and beyond the school for building the program. The paper discusses the partnership between TAS and California State University Los Angeles and the resulting Professional Development Center, noting its role in the summer program. It describes components of the ASC, explaining how the program worked in its first year. It concludes by discussing the initial evaluation plan, lessons learned, and future plans. (Contains 18 references.) (SM)

ED 451 273 UD 034 044

Finn, Chester E., Jr.; Manno, Bruno V.; Vanourek, Gregg
Charter Schools in Action: Renewing Public Education.
PUB DATE- 00
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

(preliminary findings); and services provided (preliminary findings). Data come from research on the effectiveness of these two efforts. The research investigates number and characteristics of youth served, services offered, success of permanent placements, and participant outcomes. Data come from state data systems regarding participants' education, juvenile court involvement, history with child welfare and treatment services, and employment. Data also come from site visits and interviews with programs and participants. Four appendixes describe: temporary residential programs for runaway youth; contracted service providers for the HOPE Act; Division of Alcohol and Substance Abuse allocations for HOPE Center services; and transitional living programs for older adolescents. (SM)

ED 451 291 UD 034 069

Betts, Julian R.; Reuben, Kim S.; Danenberg, Anne
Equal Resources, Equal Outcomes? The Distribution of School Resources and Student Achievement in California.
PUB DATE- 00
NOTE- 392p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Class Size; *Disadvantaged Youth; *Educational Finance; Educational Policy; *Educational Resources; Elementary Secondary Education; *Equal Education; Socioeconomic Status; Teacher Characteristics
IDENTIFIERS- *California

This report focuses on three crucial questions about resources in California's K-12 schools: how resources (i.e., class size, curriculum, and teachers' education, credentials, and experiences) vary among schools; whether schools serving relatively disadvantaged populations tend to receive fewer resources; and whether existing inequalities in school resources contribute to unequal student outcomes. The authors conclude that schools with larger populations of economically disadvantaged students have fewer teaching resources as measured by teacher education, experience, and credentials, as well as the availability of advanced placement courses. Results also suggest that differences in the socioeconomic background of students explain most of the variation in academic achievement. Nine chapters discuss: (1) "Inequality in School Resources and Student Achievement: Overview of the Central Issues"; (2) "A Portrait of Average Resources in California Schools";(3) "The Distribution of Students and Resources"; (4) "Do California's Disadvantaged Students Receive Equal Resources?"; (5) "Geographic Disparities in School Resources"; (6) "Multivariate Regression Estimates of the Distribution of Resources Across and Within School Districts"; (7) "How Much Inequality Is There in California?"; (8) "Do Student Socioeconomic Status and School Resources Affect Student Achievement?"; and (9) "Policy Implications and Conclusions." Five appendixes present data on: data sources and distributions of school and student characteristics; resource distribution across student socioeconomic status: methodology and data; geographic data; resource distribution: regression results across and within districts; and STAR Test scores: data tables and regression results. (Contains 45 bibliographic references.) (SM)

ED 451 292 UD 034 070

(Contains 160 references.) (SM)

ED 451 311 UD 034 092

Bylsma, Pete
Educating Limited-English-Proficient Students in Washington State.
PUB DATE- 00
NOTE- 143p.; Funding for this project was provided by the Transitional Bilingual Instruction Program, a state funded program.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Diversity (Student); Educational Finance; Elementary Secondary Education; Enrollment Trends; Family Income; Financial Support; *Limited English Speaking; Public Education; Socioeconomic Status
IDENTIFIERS- Washington

This study examined data from Washington school districts with approved state programs for limited English proficient (LEP) students during 1999-00. Data came from district annual reports; student information from districts with significant numbers of LEP students; and reviews of research on bilingual and LEP education. Overall, students' academic performance was better when they had significant exposure to instruction in both English and their primary language. Most LEP students received little or no instruction in their primary language. Although most program funding went to staff-related costs, lack of qualified teachers who spoke other languages and the numbers of languages spoken by students within a district limited the possibility of providing adequate bilingual instruction. Many factors influenced amount of time students spent in state LEP programs, including family socioeconomic status, amount of education received before entering the program, and program structure and administration. The number of LEP students continued to grow in 1999-00, although at a slower rate than in 1998-99. Six appendixes present: federal education programs supporting LEP students; languages spoken; length of stay data; districts operating programs for LEP students; summary of research on programs for LEP students; and end-of-year report form, 1999-00. (Contains 62 references.) (SM)

ED 451 312 UD 034 093

Wang, Margaret C.; Wong, Kenneth K.; Kim, Jeong-Ran
The Need for Developing Procedural Accountability in Title I Schoolwide Programs. Publication Series No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; *Accountability; Educational Legislation; Educational Quality; Effective Schools Research; Elementary Secondary Education; Faculty Development; *Federal Aid; Federal Government; *Government Role; Government School Relationship; Poverty; School Districts; School Effectiveness
IDENTIFIERS- *Elementary Secondary Education Act Title I

(related to the individual's wishes), or altruistic (related to the social contribution). Some reasons that could be classified into these 3 categories were identified in 130 interviews with students from the Teaching College of the University of the West Indies. Approximately one third of the students at Jamaican colleges of education (n=1,444) were asked to rate their agreement with each of the 19 reasons on a scale from 0 to 9. Results indicate that extrinsic, intrinsic, and altruistic consideration were three distinct motivations teacher trainees had for choosing the profession. Extrinsic motivation was the most important, accounting for 24.2% of the variance, as compared to 14.6% for altruistic motivation, and 8.8% for intrinsic motivation. (Contains 3 tables and 16 references.) (SLD)

ED 451 231 TM 032 459

Bastick, Tony
Controversial Learning Outcomes of Less Able Students in Assessed Groupwork.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Biennial Cross Campus Conference in Education (5th, St. Augustine, Trinidad, April 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *College Students; *Cooperative Learning; Foreign Countries; *Group Membership; Higher Education; *Low Achievement; Student Attitudes
IDENTIFIERS- Jamaica

This paper explores the issue of why some students in the Caribbean do not do as well as expected in assessed groupwork. The study was based on peer assessment in 2 university courses taken by 57 students who worked in 8 groups (group sizes 4 to 10). Both males and females participated, their ages ranging from 20 to 46 years. The study was designed to focus on fundamental learning problems rather than on problems that might be associated with learning the content of a particular course. This was done by separating the assessment of the final quality of each group's work from the assessment of individual contributions to the work and by duplicating the study in two courses. Findings indicate that a fundamental problem associated with less able students is their lack of discrimination about what the work entails. These findings are robust in that the correlations show that the effect is not just apparent for low achieving students, but that the effect decreases as the ability of the student increases. Findings were the same across groups of different sizes and across content areas. Suggestions are made about how students might reduce this problem. (SLD)

ED 451 232 TM 032 460

Bastick, Tony
Reliable and Valid Measurement of Individual's Contributions to Group Work.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the Western Psychological Association (79th, Irvine, CA, April 29-May 2, 1999). For a related paper from the same author, see TM 032 456.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

form takes only a few minutes to complete. The teacher explains to the students the three abilities research has identified as essential to effective teaching: (1) technical skills; (2) professional competence; and (3) professional attitudes. Students are asked to rate their assessments of each of these areas and their expectations of how the areas should be fulfilled in the course, and instructors rate themselves in each area. Student and instructor ratings are compared (student change rating is subtracted from lecturer change rating), and the resulting number is makes an evaluative decision point. "Zero" would be a perfect indicator of the alignment between student and instructor expectations that is indicative of effective teaching. The method allows frequent assessments over the duration of the course, permitting adjustments when necessary, and it is particularly suited to the evaluation of courses in continuing education. (Contains 35 references.) (SLD)

ED 451 253   TM 032 481

Bastick, Tony
Rewarding Shared Experience: Assessing Individual Contributions to Team-Based Work.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the International Association for Continuing Education and Training (Fort Lauderdale, FL, October 1999). For related papers, see TM 032 456, TM 032 460, and TM 032 479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Adult Students; *Continuing Education; *Cooperative Learning; Criteria; *Evaluation Methods; *Group Activities; Group Membership; Reliability; Student Evaluation; *Student Participation; Validity

Continuing education students are usually mature students who have a wealth of experience from which their peers and the lecturer could profit. An effective teaching method with such students is the use of cooperative work assignments, but a problem that prevents lecturers from using this method is the difficulty of assigning grades to individual students for their collaborative group work. This paper describes an effective assessment procedure that puts individual accountability into the assessment of cooperative assignments so that students are fairly rewarded for sharing their experience. The technique, which involves peer evaluations of each member's contributions to the work, was tested with 57 undergraduate and graduate students in 8 cooperative groups. Students were asked to evaluate the contributions of each member of the group to the project, but the project grade was assessed without regard to these ratings. The variation in the marks received by a group member were used as a measure of the reliability of the member's grade, and the reasons given for each of the peer evaluations served as indications of the construct validity of the group member's mark. The peer assessments were used in combination with the group mark to award a grade to each participant. Results from the study support the use of the technique in assessing the contributions of each group member. (Contains 2 tables and 18 references.) (SLD)

ED 451 254   TM 032 482

Bastick, Tony
The Measurement of Teacher Motivation: Cross-Cultural and Gender

PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; *Charter Schools; Educational Improvement; Elementary Secondary Education; Nontraditional Education; Politics of Education; *Public Education

This book provides an overview of the thinking behind the charter schools movement, using information from over 3 years of immersion in the charter schools movement via the Educational Excellence Network. The first 2 years of the Network were devoted to research on charter schools in action. The research examined practical and policy issues surrounding the creation and operation of charter schools. During the study years, researchers: visited about 100 charter schools; interviewed hundreds of stakeholders; surveyed parents, students, and teachers; and examined policy dilemmas, political environments, and implementation programs in several states. The book features 12 chapters. Part 1, "Charter Schools in Action," includes (1) "What's a 'Charter School'?"; (2) "Field Trips"; (3) "Where Did They Come From?"; (4) "How Are They Working?" (5) "Trials by Fire"; and (6) "The Accountability Puzzle." Part 2, "Renewing Public Education," includes (7) "The Case Against Charter Schools: A Ten-Count Indictment"; (8) "Political Backgrounds"; (9) "Beyond the Schoolhouse Door: Changing Systems"; (10) "Beyond the Schoolhouse Door: Building Communities"; (11) "The Great Issues"; and (12) "Will Charter Schools Save Public Education?" An appendix presents survey results and methodology. (SM)

ED 451 274 UD 034 045

McIntyre, Ellen, Ed.; Rosebery, Ann, Ed.; Gonzalez, Norma, Ed.
Classroom Diversity: Connecting Curriculum to Students' Lives.
SPONS. AGENCY- Center for Research on Education, Diversity and Excellence, Santa Cruz, CA.
PUB DATE- 01
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- American Indians; Black Students; *Curriculum Development; *Diversity (Student); Elementary Secondary Education; Family School Relationship; Haitians; Hispanic American Students; Mathematics Instruction; Minority Groups; *Relevance (Education); Rural Schools; Science Instruction
IDENTIFIERS- Learning Communities

These papers examine the sociocultural approach to curriculum design, which provides minority and working class students with the same privileges that middle class students have (instruction that puts their knowledge and experiences at the heart of learning). It presents the theoretical framework for linking students' lives with curriculum and specific strategies from teachers who have done so successfully. The stories show African American, Haitian American, Hispanic American, Native American, and rural white students in contextualized learning as they do reading, writing, mathematics, and science across the grades. All of the classrooms use students' household-based funds of knowledge as resources for school-based funds of knowledge, building bridges in nontraditional ways. The 11 chapters are: (1) "Connecting Students' Cultures to Instruction" (Ann Rosebery, Ellen McIntyre, and Norma Gonzalez); (2) "Connecting Cultural Traditions: Making Comparisons" (Sharon Maher, Georgia Epaloose, and Roland Tharp); (3) "Ring My Bell: Contextualizing Home and School in an African American Community" (Michele L. Foster and Tryphenia

Waller, Maureen; Plotnick, Robert
Child Support and Low-Income Families: Perceptions, Practices, and Policy.
PUB DATE- 99
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Support; Family Income; Federal Legislation; *Low Income Groups; One Parent Family; State Legislation
IDENTIFIERS- California; *Child Support Enforcement; Deadbeat Dads; Noncustodial Parents

This report examines why the child support system breaks down for so many low-income families, presenting information from interviews with unmarried mothers and fathers nationwide. Four chapters focus on: (1) "Introduction" (child support policy in California and nationwide); (2) "The National and California Child Support Systems" (California's system involves: opening child support cases, locating noncustodial parents, establishing paternity, establishing support orders, enforcing support orders, and modifying support orders and treatment of past-due support payments); (3) "Effects on Low-Income Parents" (deadbeat dads and responsible fathers, financial disincentives created by assigning child support rights to the state, responses to financial disincentives, family conflicts created by mandatory cooperation, formal payments versus direct or in-kind payments, responses to mandatory cash support, problems created by enforcement practices, and problems with the modification process); and (4) "Conclusions and Policy Options" (general changes such as raising the pass-through and establishing child support assurance, and specific changes such as setting awards as a realistic percentage of the noncustodial parent's income, forgiving or limiting arrearage, and recognizing informal support). (Contains 38 references.) (SM)

ED 451 293 UD 034 071

Brouillette, Matthew J.
The Case for Choice in Schooling: Restoring Parental Control of Education. A Comprehensive Guide for Advancing Parents' Rights and Responsibilities To Direct the Education of Their Children. A Mackinac Center Report.
PUB DATE- 01
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Charter Schools; Educational History; Educational Vouchers; Elementary Secondary Education; Government Role; *Parent Responsibility; *Parent Rights; Public Education; *School Choice; Tax Credits

This three-part primer is designed to educate and inform people about all aspects of school choice and to equip them to participate in the debate as fully informed members of the community. The text: provides a brief historical review of the origins and growth of tax-funded schools nationwide and how they came to be synonymous with public education; demonstrates the failure of many popular education reforms of the past and present, including ever-increasing funding and burdensome regulations, to significantly improve the quality of government education; explains the different school choice programs nationwide, including intra-and inter-district choice, charter schools, tuition vouchers and tax credits, universal tuition

This paper recommends developing an infrastructure of federal support and federal assessment of student performance to ensure that schoolwide programs in high poverty neighborhoods are able to meet specific legislative goals. It argues for closer links between the federal government and school districts in helping schoolwide programs develop coherent instructional strategies. These federal initiatives constitute procedural accountability in Title I schoolwide policy. Procedural accountability is a way to measure the extent to which knowledge is used effectively to meet the legislative expectations of the Title I program. This paper synthesizes lessons learned from existing studies of Title I, reports preliminary findings from ongoing research on schoolwide programs, discusses implications for policy development, and proposes a vision of the federal government as a supportive partner in procedural accountability for Title I schoolwide programs. Research indicates that teachers and principals have a strong sense of accountability in effective schools, more effective schools are likely to meet Improving America's Schools Act requirements, and districtwide academic standards have an impact on schoolwide programs. Policy recommendations include: strengthen the accountability function of the district; build a knowledge base; and hold schools accountable for raising expectations for all students. (Contains 28 references.) (SM)

ED 451 313   UD 034 094

Widom, Cathy S.; Maxfield, Michael G.
An Update on the "Cycle of Violence." Research in Brief.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, MD.; National Inst. of Mental Health (DHEW), Rockville, MD.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Child Abuse; *Child Neglect; *Crime; *Delinquency; Males; Racial Differences; Sex Differences; *Violence
IDENTIFIERS- Arrest Records; *Arrests; Juvenile Crime

This brief updates a longitudinal study comparing the arrest records of abused and neglected children with arrest records of non-abused or neglected children. Subjects included 908 substantiated cases of childhood abuse or neglect processed by the courts from 1967-71 who were matched by sex, age, race, and family socioeconomic status with 667 children not officially deemed abused or neglected. Initial results were gathered in 1988, when the average age of subjects was 26 years. Findings showed that childhood abuse and neglect increased the odds of future delinquency and adult criminality by 29 percent. The updated results were based on additional arrest data gathered from 1994, with subjects ranging in age from 18-40 years. Results documented the persistence of the relationship in demonstrable long-term consequences for criminal behavior. Poor educational performance, mental health problems, and low achievement levels also characterized victims of early childhood abuse and neglect. Though earlier results indicated that most abused and neglected children did not become offenders, this study found that almost half of abused and neglected individuals had an arrest for a nontraffic offense. For some subgroups (blacks and abused and neglected males), almost two-thirds had been arrested as juveniles or adults. (SM)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; College Students; *Cooperative Learning; Criteria; *Evaluation Methods; *Factor Structure; *Group Activities; Group Membership; Higher Education; Reliability; Student Evaluation; *Student Participation; Validity

A method for measuring the contribution an individual makes to group work is described, and its use is supported through a study of 57 university students aged from 20 to 46 years working in 8 groups of 4 to 10 members each. The method recognizes that the most valid sources of information on the contribution of each individual to the group work are the group members. The study relied on peer evaluation of the percentage contribution that each member made to the group work. Group members were also asked for a rationale for each evaluation given. The reliability of the individual's mark was indicated by the variance of the marks the group member received from his or her peers. Additional validity was provided by the qualitative agreement of the rationales. The group work was assessed separately using usual appropriate criteria. An individual's mark was calculated as his or her mean percentage of the group's mark, weighted by the number of people in the group. By separating the measurement of process from the assessment criteria for the group work, the method highlighted the cooperative intragroup dynamics. The method also allowed the identification of consistent patterns of correlations within group scores that indicate a problem common to students with low achievement in group work that is independent of the subject assessed. (Contains 2 tables and 18 references.) (SLD)

ED 451 233   TM 032 461

Bastick, Tony
Accuracy of Information Processing under Focused Attention.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the Western Psychological Association (79th, Irvine, CA, April 29-May 2, 1999). For a related paper from the same author, see TM 032 465.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention; *Cognitive Processes; *College Students; *Estimation (Mathematics); Higher Education; Timed Tests
IDENTIFIERS- *Accuracy

This paper reports the results of an experiment on the accuracy of information processing during attention focused arousal under two conditions: single estimation and double estimation. The attention of 187 college students was focused by a task requiring high level competition for a monetary prize ($10) under severely limited time conditions. The task was to give an accurate estimate of how many numbers there were in a set of numbers and to estimate their total accurately. Under the first condition, only one estimate was required, but under the second condition, upper and lower estimates are required. Of the 50 subjects who were able to complete the tasks under the time constraints, a high number reported extremely unbalanced estimates, revealing a lack of consistency between single and mid-double (mean of the double estimates) estimates that was indicative of overarousal for the levels of complexity of the tasks. The mid-double estimate appeared more accurate than the traditional single estimate, but additional research should be done where the press is reduced to match task complexity or the

Comparisons.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Society for Cross-Cultural Research (29th, New Orleans, LA, February 2000). For related papers, see TM 032 458 and TM 032 467.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Altruism; *Career Choice; College Students; Cross Cultural Studies; Foreign Countries; Higher Education; *Incentives; Preservice Teachers; *Sex Differences; *Student Motivation; *Teacher Attitudes; Teacher Education; *Teaching (Occupation); Values
IDENTIFIERS- Jamaica

This paper introduces a new instrument for assessing teacher motivation and uses it to compare the motivations of male and female teacher trainees in Jamaica. The results are then contrasted with the gender specific motivations that researchers have found for teachers in other parts of the world. The instrument is a three factor model based on a 13-item questionnaire that can be easily replicated for the assessment of teacher motivation. The three factors are extrinsic motivation, intrinsic motivation, and altruistic motivation. The items were developed from 15-minute semistructured individual and focus group interviews with 130 teacher trainees and teacher educators in Jamaica. The factor model was tested on 1,444 teacher trainees who represented an island-wide sample of one-third of the inservice and preservice teacher trainees covering all 3 years of teacher training in Jamaica. The model identified a 51% systematic variation in their responses. It was then used to compare the motivations of male and female teacher trainees and to explore how motivations for teaching were related to age and teaching experience. The results show similarities and differences in the gendered motivations of teachers reported from other countries, and they throw some light on the global phenomenon of the higher attrition for male teachers that can be of some use across cultures in policy decisions for teacher recruitment. (Contains 8 tables and 33 references.) (SLD)

ED 451 255 TM 032 483

Ediger, Marlow
Assessment of the Voucher Plan of Instruction.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Finance; *Educational Vouchers; Elementary Secondary Education; *Financial Support; *Low Achievement; Public Schools; *School Choice; Urban Schools

Voucher plans are proposed because the public schools are perceived to be failing too many students. The use of vouchers is suggested as a threat to low-achieving schools, although it is not always clear where the responsibility for failure lies. The school and its administrators may not be doing all they could, or the public may be to blame for withholding funds to provide quality schooling. As a first step, there must be better ways of determining if the schools really are failing their students than merely relying on the results of standardized tests. The prosperity of the United States during

B. Peele); (4) "Unearthing the Mathematics of a Classroom Garden" (Leslie H. Kahn and Marta Civil); (5) "The Sound of Drums" (Faith R. Conant, Ann Rosebery, Ruth Warren, and Josiane Hudicourt-Barnes); (6) "Preschool Science: Contextualizing Curriculum with Children's Questions and Family Stories" (Maureen Callanan, Pilar Coto, Ligia Miranda, Anne Striffler, Jim Allen, Cherie Crandall, and Colleen Murphy); (7) "Agricultural Field Day: Linking Rural Cultures to School Lessons" (Ellen McIntyre, Ruth Ann Sweazy, and Stacy Greer); (8) "Teaching History: A Cultural Approach for Primary Grade Children" (Ellen McIntyre and JoAnn Archie); (9) "Creating Learning Communities: The 'Build Your Dream House' Unit" (Melanie Ayers, Jose David Fonseca, Rosi Andrade, and Marta Civil); (10) "Creating Links Between Home and School Mathematics Practices" (Rosi Andrade, Caroline Carson, and Norma Gonzalez); and (11) "Seeing, Believing, and Taking Action" (Norma Gonzalez, Ellen McIntyre, and Ann Rosebery). (SM)

ED 451 275   UD 034 046

Yang, Philip Q.
Ethnic Studies: Issues and Approaches.
PUB DATE- 00
NOTE- 314p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; Affirmative Action; Bilingual Education; Educational Research; Elementary Secondary Education; *Ethnic Studies; *Ethnicity; Higher Education; Racial Bias; Sex Differences; Social Action; Social Integration; Social Stratification; Socioeconomic Status

This book offers a comprehensive definition of the field of ethnic studies, covering both major issues in the field and its theoretical and methodological approaches. It traces the origins and evolution of the discipline in the United States and maps its domain. Some of the current issues addressed include affirmative action, illegal/legal immigration, bilingual education, and the English-only movement. For each issue addressed, the book introduces key concepts, outlines main dimensions, presents empirical evidence, discusses theoretical approaches, and suggests alternative perspectives when possible. There are 15 chapters in three parts. Part 1, "Basics of Ethnic Studies," includes (1) "Introduction" and (2) "Methodologies of Ethnic Studies." Part 2, "Major Issues in Ethnic Studies," includes (3) "Theories of Ethnicity," (4) "Ethnic Stratification," (5) "Ethnic Adaptation," (6) "Ethnic Differences in Socioeconomic Achievement," (7) "Ethnic Prejudice," (8) "Ethnic Discrimination, (9) "Racism," (10) "Ethnic Segregation," (11) "Ethnic Conflict," (12) "Ethnicity and Politics," and (13) "Race, Class, and Gender." Part 3, "Social Action Agendas and the Future of Ethnic Studies," includes (14) "Current Issues in Ethnic Studies" and (15) "Looking Into the Future." (Contains 420 references.) (SM)

ED 451 276   UD 034 047

Wang, Margaret C., Ed.; Boyd, William Lowe, Ed.
Improving Results for Children and Families: Linking Collaborative Services with School Reform Efforts. National Invitational Conference Proceedings (Washington, DC, January 26-27, 1999). Research in Educational Policy: Local, National, and Global Perspectives.

tax credits, and private scholarships; identifies barriers to education reforms and dispels myths about school choice; and outlines strategic plans that parents and other concerned citizens can follow to advance a cause for greater school choice and sustain school choice victories. Two appendixes present a glossary of education-related terms and a list of school choice resources. (SM)

ED 451 294 UD 034 072

Perez, Sonia M.
U.S. Latino Children: A Status Report.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Dropouts; Early Parenthood; Elementary Secondary Education; Enrollment Trends; Federal Programs; Health Insurance; *Hispanic American Students; *Hispanic Americans; Immigrants; One Parent Family; Poverty
IDENTIFIERS- *Latinos; Puerto Rico

This report presents status and trend data in several areas relevant to Latino children in the United States. The Latino population under age 18 years is growing faster than that of any other racial and ethnic group, and the challenges confronting these children have implications for cities and states where they live. While Latino children are likely to live in two-parent working families, the proportion of Latino children under 18 living in single-parent households has remained high over the past decade. These families are especially likely to be poor. The proportion of female-headed families is greatest for Puerto Ricans. Not enough Latino children participate in pre-primary education, and many drop out of high school. Among Latinos, Mexican Americans are the least likely to have high school diplomas. Hispanic Americans have persistently high teenage birth rates. A large share of Latino children live in poverty, with Puerto Rican children the poorest of all. A significant segment of Latino children is without health insurance, with children of immigrants especially likely to lack health insurance. The paper concludes with a brief review of why this matters to the nation and describes initiatives that can make a difference (the Earned Income Tax Credit and the Children's Health Insurance Program). Two appendixes present statistics on children in Puerto Rico, and Latino children and federal assistance programs. (SM)

ED 451 295 UD 034 073

Reyes, Belinda I., Ed.
A Portrait of Race and Ethnicity in California: An Assessment of Social and Economic Well-Being.
PUB DATE- 01
NOTE- 210p.; Contributions by Jennifer Cheng, Elliot Currie, Daniel Frakes, Hans P. Johnson, Elizabeth Bronwen Marco, Deborah Reed, Jose Signoret, and Joanne Spetz.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; *Blacks; Citizen Participation; Crime; Educational Attainment; Elementary Secondary Education; Employment; *Ethnicity; Geographic Distribution; *Hispanic Americans; Labor Market; Outcomes of Education; *Racial

ED 451 314 UD 034 095

Analyses of Performance of Extended-Time and Non-Extended Time SURR Schools. Flash Research Report #1.
PUB DATE- 00
NOTE- 6p.; For Flash Research Reports 2 and 3, see UD 034 096 and 097.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Extended School Day; *Extended School Year; *Mathematics Achievement; Mathematics Skills; Middle Schools; *Reading Achievement; Reading Skills; Teacher Certification; Time Factors (Learning); Urban Schools
IDENTIFIERS- New York City Board of Education

This study examined whether reading and mathematics performance of New York City Schools Under Registration Review (SURR) elementary and middle schools with extended time differed from performance of SURR schools without extended time in 1999-00. It also examined whether extended-time schools attracted more certified teachers and relationships between teacher certification and student academic performance in these schools. Researchers examined the absolute and relative performance of extended-time and non-extended-time schools. Outcome measures included performance on city and state English language arts/reading tests and scores on city mathematics tests, all administered to elementary and middle school students. Researchers analyzed the percentage of students in each school who met grade standards, the percentage of students who had the lowest proficiency, and changes in the percentage of certified teachers in these two groups. Students in extended-time schools improved at a greater rate on city and state reading and mathematics assessments than did students in non-extended-time schools in terms of increasing the percentage meeting grade-level standards and decreasing the percentage scoring in the lowest proficiency level on reading and mathematics tests. A relationship existed between the percentage of certified teachers and performance in the schools. (SM)

ED 451 315 UD 034 096

Impact of Teacher Certification on Reading and Mathematics Performance in Elementary and Middle Schools in New York City. Flash Research Report #2.
PUB DATE- 00
NOTE- 7p.; For Flash Research Reports 1 and 3, see UD 034 095-097.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; English (Second Language); *Mathematics Achievement; Middle Schools; Poverty; *Reading Achievement; Special Education; Student Characteristics; *Teacher Certification; Urban Schools
IDENTIFIERS- New York City Board of Education

This study explored the relationship between an increase in the percentage of certified teachers and gains in performance on reading and mathematics achievement tests among New York City Schools Under Registration Review (SURR) elementary and middle schools. It examined whether the percentage of certified teachers related to student outcomes systemwide. Multiple regression analysis was used to examine the amount of variance in student achievement explained by teacher certification rate over and above the amount of variance explained by student task complexity is reduced to match the level of the press. (SLD)

ED 451 234 TM 032 462

Bastick, Tony
A Technique for Measuring Effective Teaching of Professional Courses.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the Western Psychological Association (79th, Irvine, CA, April 29-May 2, 1999). For a related paper from the same author, see TM 032 457.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *College Faculty; College Students; Competence; *Evaluation Methods; Foreign Countries; Higher Education; Professional Development; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Attitudes
IDENTIFIERS- Jamaica

This paper presents the results of research into a technique for the measurement of effective teaching that avoids the problems inherent in student evaluations of teacher effectiveness. The method takes as little as 5 minutes to administer and so can be used in-course by the teacher to track his or her teaching effectiveness. It results in a single number that can be used at the end of a course as an administrative decision point measure. The initial research with 3 classes of teacher training students (n=12, n=12, and n=23) was done in an Australian university and is now being replicated in other universities. The measure operationally defines the three basic abilities of the Three Ability Framework (3AF): technical skills, professional competence, and professional attitudes. The 3AF method assesses the degree of alignment between the changes the students expect in these three abilities and the changes toward which the teacher is working. Correlations between the scores of academic attainment, degree of teacher/student alignment, and course satisfaction indicated that when the students and their teacher were working towards the same proportion and amount of these three abilities, the students had higher academic attainment and greater course satisfaction. The four steps of the application of the method are outlined. (Contains 1 table and 28 references.) (SLD)

ED 451 235 TM 032 463

Bastick, Tony
Historiometrics of Creativity: A Philosophical Critique.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Western Psychological Association (79th, Irvine, CA, April 29-May 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creativity; *Data Collection; *History; *Research Methodology; *Social Science Research
IDENTIFIERS- Positivism

This paper takes as its data the assumptions, processes of the 1990s may have resulted from the good job the schools have been doing. The real reasons for low achievement must be determined. If the public schools were funded adequately, there would be little or no talk of vouchers. (SLD)

ED 451 256   TM 032 484

Lee, Guemin; Fitzpatrick, Anne R.
The Influence of Student Sampling Plan on Standard Error for School PAAC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Council of Chief State School Officers, Washington, DC.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cutting Scores; Elementary Education; *Elementary School Students; *Error of Measurement; Estimation (Mathematics); *Generalizability Theory; *Junior High School Students; Mathematics Tests; Performance Factors; *Sampling

The percentage of students at/above a cut point (PAAC) is one of the most common measures used for reporting school-level performance relative to a proficiency standard (L. Cronbach, N. Bradburn, and D. Horvitz, 1994). The two purposes of this study were to introduce procedures for estimating standard errors for school PAACs under a generalizability theory model and to examine the influence of different student sampling plans on the standard errors. The tests used were mathematics tests for grades 4 and 8 from a statewide assessment. More than 25,000 students took each test form within a grade. A strong relationship between the standard error for school PAAC and the number of students in a school was found. Infinite- and finite-population assumptions for students provide somewhat different standard errors when relatively small numbers of students were used for estimating school PAACs. (Contains 2 tables, 3 figures, and 15 references.) (Author/SLD)

ED 451 257   TM 032 485

Lee, Guemin; Fitzpatrick, Anne R.; Ito, Kyoko
Estimating Standard Errors for School PAAC's in Generalizability Theory.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cutting Scores; Elementary Education; *Elementary School Students; English; *Error of Measurement; Estimation (Mathematics); *Generalizability Theory; *Junior High School Students; Language Arts; Mathematics Tests; Performance Factors

School test performance is commonly summarized in terms of the percentage of students at or above a cut score (PAAC) that has

PUB DATE- 00
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; After School Programs; Child Development; *Community Services; *Cooperative Planning; *Educational Change; *Educational Improvement; Elementary Secondary Education; Federal Aid; Parent Participation; *Partnerships in Education; Program Evaluation; *School Community Relationship; Youth Programs
IDENTIFIERS- New Jersey; State Policy

These papers were presented at a 1999 conference that examined expert, practitioner, and community based knowledge and perceptions about factors that facilitate or inhibit successful multilevel partnerships to improve education and other important results for children and families by connecting collaborative services with education reform efforts. The book begins with an introduction: "Improving Results for Children and Families by Linking Collaborative Services with School Reform Efforts: Introduction and Overview" (Margaret C. Wang and William Lowe Boyd). Part 1, "Emerging Models for Connecting Community Services Reform and Education Improvement Efforts," includes: (1) "Trends and Lessons in School-Community Initiatives" (Atelia I. Melaville and Martin J. Blank) and (2) "Community for Learning: Connection with Community Services" (JoAnn B. Manning and Lucy Rodriguez). Part 2, "The Impact of School- and Community-Based Interventions on Children's Learning and Development," includes: (3) "Schools, Community-based Interventions, and Children's Learning and Development: What's the Connect?" (Katherine K. Merseth, Lisbeth B. Schorr, and Richard F. Elmore); (4) "Furthering Education: The Relationship of Schools and Other Organizations" (Joan Wynn, Stephen Meyer, and Katherine Richards-Schuster); (5) "Lessons From the Evaluation of New Jersey's School-Based Youth Services Program" (Constancia Warren and Cheri Fancsali); and (6) "School and After-School Programs as Contexts for Youth Development: A Qualitative and Quantitative Assessment" (Joseph Kahne, Jenny Nagaoka, Andrea Brown, James O'Brien, Therese Quinn, and Keith Thiede). Part 3, "State and Federal Policies for Building Partnerships To Improve Outcomes for Children and Families," includes: (7) "State Education Agency Support for School-Community Collaboration in the Mid-Atlantic States" (Shelly Hara) and (8) "Enhancing Federal Support for Connecting Educational Improvement Strategies and Collaborative Services" (Meredith I. Honig and Jeanne D. Jehl). An afterword offers "A Summary of Next Step Recommendations." (SM)

ED 451 277 UD 034 048

Deutsch, Morton
Practitioner Assessment of Conflict Resolution Programs. ERIC Digest Number 163.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Metropolitan Life Foundation.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Conflict Resolution; Elementary Secondary Education; Problem Solving; Program Effectiveness; *Program

Differences; *Socioeconomic Status
IDENTIFIERS- *California; Health Status

This document examines differences in socioeconomic status by racial and ethnic groups in California, exploring changing patterns over time. It analyzes trends and outcomes in demography, geographic distribution, health, education, crime, labor markets, economic status, and political participation. Data on educational outcomes include: education of mothers; English language ability; preschool activities of children ages 3 and 4; reading and math proficiency for grade 4 and 8 public school students; high school completion rates; college completion rates; and measures of basic skills in the adult population. The educational outcomes of Hispanics and African Americans are the lowest among all racial and ethnic groups. Most recent population growth has occurred among Hispanics and Asians. Most counties were predominantly White in 1970, but between 1970-98, the share of Whites declined in all but one county. African Americans have the worst health status of any group. Hispanics often have less access to health care and lower health status than Whites. Health indicators for Asians are similar to those for Whites. Nonwhites generally have lower earnings than whites. Hispanics and African Americans have particularly high unemployment rates. Asian and White family incomes are substantially higher than those for African Americans and Hispanics. The ethnic distribution of those arrested and incarcerated has shifted dramatically. The proportion of Hispanics incarcerated has risen at a faster rate than has the Hispanic proportion of the general population. African Americans experience the highest risk of arrest and incarceration and are most likely to experience violence. Whites are over-represented in the voting population. Asians and Hispanics have the lowest participation rates. An appendix presents additional sources of information. (Contains 103 bibliographic references.) (SM)

ED 451 296   UD 034 074

Paul, Dierdre Glenn
Raising Black Children Who Love Reading and Writing: A Guide from Birth through Grade 6.
PUB DATE- 00
NOTE- 175p.; Foreword by Catherine Dorsey-Gaines.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Black Dialects; *Black Students; Culturally Relevant Education; Elementary Education; *Emergent Literacy; Equal Education; Language Acquisition; Parents as Teachers; Preschool Education; Racial Bias; *Reading Attitudes; *Reading Skills; *Writing Attitudes; *Writing Skills

This book provides tools that black parents can use to make their children lifelong lovers of reading and writing. It is geared specifically to black children from the perspective of an educator and parent. The book stresses the need for early involvement in the learning process, challenging the traditional notion that issues surrounding child development and parent education are apolitical and neutral. It provides an historical framework that gives a firm foundation upon which to build an understanding of literacy as potentially emancipatory and empowering. The nine chapters are: (1) "Introduction"; (2) "Black Child/U.S. School System"; (3) "Comprehending Language demographic characteristics. Student demographics included percentage of students receiving free lunch, identified as English language learners, and receiving special education services. Teacher certification rate was defined as the percentage of certified teachers in the school during the 1999-00 school year. Data analysis indicated that teacher certification related to student outcomes. At the school level, higher percentages of certified teachers positively related to the percentage of students showing high achievement in reading and mathematics and inversely related to the percentage showing low achievement. Student demographics significantly explained variation among schools for achievement in reading and mathematics, though teacher certification rates contributed additional explanatory power that was also statistically significant. (SM)

ED 451 316   UD 034 097

Impact of Student Attendance, Teacher Certification and Teacher Absence on Reading and Mathematics Performance in Elementary and Middle Schools in New York City. Flash Research Report #3.
PUB DATE- 00
NOTE- 9p.; For Flash Research Reports 1 and ;2, see UD 034 095 and 096.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance Patterns; Elementary Secondary Education; *Employee Absenteeism; English (Second Language); *Mathematics Achievement; Poverty; *Reading Achievement; Special Education; Student Characteristics; Students; *Teacher Attendance; *Teacher Certification; Urban Schools
IDENTIFIERS- New York

This report examined the extent to which student attendance, teacher certification, and teacher absence explained differences in reading and mathematics achievement among elementary and middle schools in New York City (beyond that explained by such student demographics as receiving free lunch, being an English language learner, and receiving special education services). Multiple regression analysis indicated that student attendance and teacher certification rates were positively and significantly related to student outcomes on mathematics and reading achievement tests, even after factoring out the effects of student demographics. However, average teacher attendance had no significant effects. These results were obtained for both elementary and middle schools. The effect of student attendance was greater than that for percentage of certified teachers in middle schools, but not in elementary schools, where the effects were of the same magnitude. (SM)

ED 451 317   UD 034 098

An Examination of the Relationship between Higher Standards and Students Dropping Out. Flash Research Report #5.
PUB DATE- 01
NOTE- 8p.; For Flash Research Reports 1-3, see UD 034 095-097.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Dropout Rate; Dropout Research; *Dropouts; Elementary Secondary Education; Graduation; High Risk Students; High School Students; Student Characteristics

deduction, and data types used in leading publications of historiometric studies of creativity. The paper uses this data to question the philosophical assumptions of the historiometrics of creativity from within its own positivist paradigm and to argue that its conclusions are substantially affirmations of knowledge from other sources. Historiometrics takes the occurrences of eminence as its data and looks at what else was happening at that time and place to explain these occurrences. In practice, historiometricians assess eminence by the amount of space allotted to a person in dictionaries, encyclopedias, and "Who's Whos." The differences between the historiometrics and sociometrics of creativity are noted. The paper asserts that historiometrics is a dubious branch of psychology in that its conclusions are mainly derived from nonhistoriometric psychological findings. Evidence is cited to argue that the statistical results of historiometricians and their processes of interpretation are questionable because of extensive philosophical and methodological weaknesses, some of which are outlined in this paper. (Contains 45 references.) (SLD)

ED 451 236   TM 032 464

Bastick, Tony
Personality Factors of Empathy.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the Western Psychological Association (79th, Irvine, CA, April 29-May 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Students; *Empathy; Foreign Countries; Higher Education; Measurement Techniques; *Personality Assessment; Personality Traits; Projective Measures; Test Construction
IDENTIFIERS- England; Sixteen Personality Factor Questionnaire

An instrument called the Selected Phrase Empathic Ability Key (SPEAK) was developed to measure empathy. The simply scored projective measure was then validated against physiological measures of reactive empathy. The SPEAK followed the classical instruments and used emotionally neutral line drawings (clip art) as projective stimuli for assessing empathy. The measure presented 113 of these drawings using a balanced analysis of variance design to 48 subjects. The reviewed 29-item instrument was administered to 1,323 mathematics staff and students, aged 15 to 63 years, from 24 tertiary institutions in England. Varimax factor analysis of the empathy scores showed two types of empathy. However, correlations with all 16 personality factors of Cattell's 16 Personality Factor (16PF) instrument were very low, with only two correlations reaching significance. This suggests that both types of empathy processes are probably additions to the 16PF. (Contains 1 figure, 2 tables, and 15 references.) (SLD)

ED 451 237   TM 032 465

Bastick, Tony
Accuracy of Same-Subject Estimates: Are Two Judgements Better Than One.
PUB DATE- 99
NOTE- 8p.; Paper presented at the European Meeting of the Psychometric Society (11th, Luneburg, Germany, July 1999). For

been set on a test. Two approaches to estimating the standard errors for school PAACs were examined in this study: conditional standard errors and overall standard errors. The tests used were English language arts and mathematics tests administered in 1999 to students in grades 4 and 8 as part of a large statewide assessment. About 150 schools were randomly selected for the analyses. The results indicate that: (1) the conditional standard error appears to follow a quadratic pattern as a function of PAAC regardless of school size; (2) the quadratic shape is substantial when school size is small; and (3) there is distinct similarity between overall and conditional standard errors when they are conditioned on school size. Several feasible ways of reporting standard error information for school PAACs are also presented. (Contains 6 tables, 6 figures, and 13 references.) (Author/SLD)

ED 451 258   TM 032 486

Lee, Guemin; Lewis, Daniel M.
A Generalizability Theory Approach toward Estimating Standard Errors of Cutscores Set Using the Bookmark Standard Setting Procedure.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cutting Scores; Elementary School Students; Elementary Secondary Education; *Error of Measurement; *Estimation (Mathematics); *Generalizability Theory; Item Response Theory; Secondary School Students; Standards; State Programs; Testing Programs
IDENTIFIERS- *Standard Setting

The Bookmark Standard Setting Procedure (Lewis, Mitzel, and Green, 1996) is an item-response-theory-based standard setting method that has been widely implemented by state testing programs. The primary purposes of this study were to: (1) estimate standard errors for cutscores that result from Bookmark standard settings under a generalizability theory model; and (2) to investigate the effects of different universes of generalization and several error sources on the standard errors. Data were obtained from a Bookmark standard setting conducted in grades 5, 8, and 11 mathematics for a large-scale assessment. The findings show that different patterns of error scores are found for different cut scores. Therefore, it seems necessary to estimate separate variance components for each cut score and to apply them to estimate the corresponding standard error. In addition, different universes of generalization produce different standard error estimates. As a result, policymakers should consider which universe is appropriate for the proposed use of the cutscores. There were also nonnegligible effects of participants and groups among several error sources. Increasing the number of small groups tended to be more efficient than increasing the number of participants per group given a fixed number of participants to decrease the standard errors. (Contains 5 tables, 7 figures, and 10 references.) (Author/SLD)

ED 451 259   TM 032 514

Evaluation; Student Behavior; Teacher Role
IDENTIFIERS- ERIC Digests

There are many ways to assess the effectiveness of school conflict resolution training (CRT) programs. Some methods require extensive resources, but others, conducted by CRT practitioners themselves, also provide useful information. This digest presents a framework for CRT evaluation by practitioners that enables them to reflect productively on their practice. To determine the effectiveness of their CRT programs, practitioners must address such issues as: what the program objectives are; what determines achievement of the objectives; whether practitioner observations, student self-reports, and reports by others about the students provide information on positive changes from CRT; why the CRT program succeeds; and why the CRT program fails. Useful assessment of a CRT program measures such student attributes as: knowledge of the basic concepts of constructive conflict resolution; orientation, attitudes, and emotional responses to conflict that facilitate constructive resolution; skills needed for constructive conflict resolution; and behavior in certain types of situations. There are many different ways to elicit information for assessment of CRT, including observation of actual behaviors in real conflict situations; interviews and questionnaires; diaries of students' daily experiences with conflict; and data from school records. Resources for practitioners doing their own assessments are included. (Contains 15 resources.) (SM)

ED 451 278   UD 034 053

Valdes, Guadalupe
Learning and Not Learning English: Latino Students in American Schools. Multicultural Education Series.
PUB DATE- 01
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bilingual Students; Diversity (Student); *English (Second Language); *Hispanic American Students; Immigrants; *Language Minorities; *Mexican American Education; Middle School Students; Middle Schools; *Second Language Learning; Writing Skills
IDENTIFIERS- *Latinos

This book examines the experiences of four Mexican children in American middle schools struggling to learn English. It discusses policy and instructional dilemmas surrounding English language education for immigrant children. Using analysis of the children's oral and written language and examination of their classrooms, schools, and communities, the book addresses difficulties surrounding English as a Second Language (ESL) teaching and learning. An introduction, "Immigrant Children in Schools," describes the study. The first three chapters examine: (1) "Immigrant Children and the Teaching of English" (educating English language learners and acquisition of English in classroom settings); (2) "The Town, the School, and the Students" (new immigrants at the middle schools, middle school ESL programs, and challenges and realities); and (3) "Teaching English at Garden Middle School." The next four chapters highlight the four students: (4) "Lilian," (5) "Elisa," (6) "Manolo," and (7) "Bernardo," examining such issues as: the classroom, starting out, access to English at school, sheltered classes, student progress, and looking to the future. The book and Culture"; (4) "Infants, Toddlers, and Emergent Literacy"; (5) "The Preschool Reader and Writer"; (6) "Selecting a School"; (7) "Early Elementary School Readers and Writers"; (8) "The Older Child and Literacy Development"; and (9) "Of Special Concern: Reading Disability." Appended are: an annotated bibliography featuring exemplary adolescent and children's literature; the selection process for the list of suggested books; and a stereotypes worksheet. (Contains 56 bibliographic references.) (SM)

ED 451 297 UD 034 075

Ross, Donna Cohen
Reducing the Number of Uninsured Children: Outreach and Enrollment Efforts. Testimony of Donna Cohen Ross, Center on Budget and Policy Priorities, before the Senate Finance Committee.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Health; Children; Federal Government; *Health Insurance; *Low Income Groups; *Outreach Programs; State Government; State Programs
IDENTIFIERS- *Childrens Health Insurance Program; Medicaid

This testimony of Donna Cohen Ross describes the Center on Budget and Policy Priorities' work to reduce the number of uninsured children. The Center specializes in programs and policies affecting low- and moderate-income families, including issues related to health coverage for the uninsured. It works with many groups on strategies to identify uninsured children eligible for publicly-funded health coverage programs and get them enrolled. Though many children are eligible for coverage under the State Children's Health Insurance Program (SCHIP), it is challenging to get them enrolled. States have undertaken ambitious outreach efforts to promote enrollment. Though 1.1 million fewer children were uninsured in 1999 than 1998, many families with eligible children are unaware of available health coverage or confused by enrollment processes. States must continue simplifying enrollment procedures and remove unnecessary barriers. Continued emphasis on aligning enrollment procedures in SCHIP-funded programs and Medicaid will save families from navigating two systems. Many states are working on these goals. Community-based organizations and institutions can help families with enrollment. Examples from communities nationwide are presented. Congress can help advance efforts to enroll more eligible children by supporting efforts to cover families and coordinating child health insurance enrollment with other public benefit programs. (SM)

ED 451 298 UD 034 076

Lazere, Ed
The Status of Welfare Reform in the District of Columbia.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Low Income Groups; Poverty; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *District of Columbia; Temporary Assistance for Needy Families; *Welfare Reform; Welfare to Work Programs

IDENTIFIERS- New York
This study addressed the question of whether new Regents graduation requirements and higher standards for grade promotion are leading to an increase in the dropout rate in New York City schools, examining data from previous research on similar issues. One study noted the impact of promotional Gates for grades 4 and 7 (part of promotional policy in the early 1980s). The Gates program required that students be promoted from grades 4 and 7 using grade-level performance on citywide reading and mathematics achievement tests. Promotional criteria were first applied to 4th and 7th graders in 1980-81. Students failing to meet the criteria were retained and placed in promotional Gates classes, which provided intensive instruction. This report examines subsequent progress of 1982-83 Gates students in high school, noting trends in longitudinal dropout and graduation rates during the previous 10 years, dropout characteristics, and progress of class of 2001 students toward meeting Regents graduation requirements in English and mathematics at the end of 3 years of high school. Increasing standards affected high school completion rates of students entering high school over age and students without sufficient high school credits to be promoted to the next grade. Most dropouts were over age for grade when entering high school and dropped out in ninth and tenth grade. (SM)

ED 451 318 UD 034 099

Summer School 2000 Status Report.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Grade Repetition; Mathematics Achievement; Program Development; Program Evaluation; Reading Achievement; Student Evaluation; *Summer Schools; Tables (Data); Teacher Recruitment; Teachers
IDENTIFIERS- New York City Board of Education
This report provides information on the status of summer schools in New York City in 2000. The report describes: (1) "Planning and Management"; (2) "Student Information" (319,167 students were preregistered for summer school, and 87.9 percent of mandated students attended, compared to 64.4 percent the year before); (3) "Assessment Outcomes and Promotion Decisions" (42,383 students grades 3-8 were tested in reading and/or math and 39,652 were promoted); (4) "Plans for Retained Students" (the Eight Plus Program for 8th graders who did not meet promotion standards and actions by community school districts and high school superintendents); (5) "Staffing" (more teachers worked in this summer program, and principals had greater direct oversight over summer schools); (6) "Operational Support" (facilities, food services, and transportation); (7) "Private Providers" (46 vendors received contracts to provide professional development, programs to increase parental involvement, direct services to students, curriculum/instructional materials, and test preparation for examinations); (8) "New York City Teaching Fellows" (part of a recruitment initiative to secure prospective teachers); (9) "Summer in the City" (also part of a recruitment initiative to secure prospective teachers); (10) "Break-Aways" (partnering schools with camps, with teachers overseeing instructional components); (11) "Program Evaluation"; and (12) "Conclusion." (SM)

a related paper from the same author, see TM 032 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention; *Cognitive Processes; *College Students; *Estimation (Mathematics); Foreign Countries; Higher Education; Timed Tests
IDENTIFIERS- *Accuracy

The accuracy of the mean of two estimates was compared with the accuracy of a single independent estimate from the same subject. A subject was asked to estimate the size of one attribute of a constant stimulus, e.g., the total of a set of numbers. The same subject was also asked to give an estimate for an upper and lower bound on the size of the same attribute of the same stimulus. The experiment was designed to ensure that the single and double estimates were independent and given by the subjects under the same experimental conditions. The experimental design compared the accuracy of estimates of two stimulus attributes using a 3 by 4 randomized block design. Participants were 187 college students competing for $10 prizes with the time severely limited. Only 50 subjects managed to complete the tasks. The frequency with which one estimate was either extremely high or extremely low suggests that the levels of task complexity were too high for the stress level of the timed competition. The results have potential ramifications for methods of collecting judgmental data, but future research should use a task of more appropriate complexity. (Contains 1 figure, 2 tables, and 19 references.) (SLD)

ED 451 238 TM 032 466

Bastick, Tony
Reliability Problems of the Datum: Solutions for Questionnaire Responses.
PUB DATE- 99
NOTE- 8p.; Paper presented at the European Meeting of the Psychometric Society (11th, Luneburg, Germany, July 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Questionnaires; *Reliability; *Responses
IDENTIFIERS- Estimation

Questionnaires often ask for estimates, and these estimates are given with different reliabilities. It is difficult to know the different reliabilities of single estimates and to take these into account in subsequent analyses. This paper contains a practical example to show that not taking the reliability of different responses into account can lead to erroneous conclusions. A solution is suggested in which two estimates are requested that are then used as upper and lower bounds. The mean of this double estimate then acts as equivalent to, or more accurate than, the traditional single response, and the range can be used to calculate "more credible measures." A particular example of a more credible measure is the mid-double estimate (mean of the two estimates) corrected for its unreliability by dividing it by the difference in these two estimates. Other more credible measures, based on double estimates, are suggested for regression and correlation analyses. (Contains 12 references.) (SLD)

ED 451 239 TM 032 467

Dillow, Sally, Ed.
Education Statistics Quarterly, Winter 2000.
PUB DATE- 00
NOTE- 124p.; Published quarterly. Individual articles also cited in "Current Index of Journals in Education" (CIJE). For the individual articles, see TM 523 395-411.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Data Collection; *Educational Research; Elementary Secondary Education; Higher Education; *National Surveys; Program Descriptions; School Statistics; Statistical Analysis; Tables (Data); *Vocational Education
IDENTIFIERS- *National Center for Education Statistics

This publication provides a comprehensive overview of work done across all parts of the National Center for Education Statistics (NCES). Each issue contains short publications, summaries, and descriptions that cover all NCES publications and data products released during a 3-month period. Each issue also contains a message from the NCES on a timely subject in education statistics and a featured topic with invited commentary. The focus of this issue is the Data on Vocational Education (DOVE) system, which provides detailed information on vocational education at the national level. The issue also contains reports on NCES work in: (1) elementary and secondary education; (2) postsecondary education; (3) public, state, and federal libraries; (4) international statistics; (5) crosscutting statistics; (6) methodology; and (7) data products, other publications, and funding opportunities. (Contains 10 tables and 22 figures.) (SLD)

ED 451 260   UD 033 233

Peterson, Paul E.; Howell, William G.; Greene, Jay P.
An Evaluation of the Cleveland Voucher Program after Two Years.
PUB DATE- 99
NOTE- 30p.; Prepared by the Program on Education Policy and Governance. Sponsored by Harvard University, John F. Kennedy School of Government, Taubman Center on State and Local Government and Department of Government, Center for American Political Studies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Vouchers; Elementary Education; Low Income Groups; Minority Group Children; *Parent Attitudes; *Private School Aid; Private Schools; Public Schools; *Scholarships; School Choice; Urban Schools
IDENTIFIERS- African Americans; *Cleveland Public Schools OH

This report presents an evaluation of the Cleveland Scholarship Program (CSP) after two years in operation. The program provided low-income families with scholarships that they could redeem at any participating Cleveland private school. The evaluation of the program involved a survey of two groups of parents in 1998: parents of children in grades 1-4 who made use of CSP vouchers to attend private schools (and had previously attended public schools) and a random sample of parents in Cleveland with first through fourth graders in public schools. Demographically, voucher recipients were more economically disadvantaged than the average public school family, but in other respects they were relatively advantaged. Voucher recipients were more likely to be African American. CSP won strong endorsement from participating low-income families. Most family background characteristics had little effect on parental concludes with (8) "Learning and Not Learning English" (policy and practice implications, effective schooling for immigrants, politics of teaching English, and toward a critical pedagogy in ESL). (Contains 137 references.) (SM)

ED 451 279 UD 034 054

Lee, Valerie E.
Restructuring High Schools for Equity and Excellence: What Works. Sociology of Education Series.
PUB DATE- 01
NOTE- 209p.; "With Julia B. Smith." Foreword by Anthony S. Bryk.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Curriculum; Educational Change; *Educational Quality; *Equal Education; *Excellence in Education; High Schools; *School Restructuring; School Size; Socioeconomic Status; Student Characteristics; Teacher Attitudes; Teacher Expectations of Students

This book uses data from the National Educational Longitudinal Study of 1988 (NELS:88) to examine whether students who attend restructured high schools learn more and have access to a more equal education. The NELS:88 examined the educational status and progress of a large, nationally representative sample of 8th grade students, retesting and resurveying students in 10th and 12th grades. The book investigates how restructuring relates to various organizational and structural properties of schools, including size, curriculum, instruction, teachers' attitudes toward students, and how teachers press students to succeed. There are eight chapters in four parts. Part 1, "Context for the Study," includes (1) "Examining School Reform" and (2) "Who Goes Where? Characteristics of Students and Schools." Part 2, "A Focus on School Restructuring," includes (3) "Restructuring the Middle Grades" and (4) "Restructuring in the Early Years of High School." Part 3, "School Social Organization and Restructuring," includes (5) "The Organization of Teachers' Work Lives," (6) "Cumulative Effects of Restructuring," and (7) "A Focus on One Structural Feature: School Size." Part 4, "Implications from the Study," includes (8) "The Larger Meaning of School Restructuring for American High Schools." Overall, school restructuring positively impacted student achievement and educational environment. (Contains 190 references.) (SM)

ED 451 280 UD 034 055

Croan, Tara; Hatcher, Juliet; Jager, Justin; Long, Melissa; O'Hare, William; Wertheimer, Richard
The Right Start: City Trends. Conditions of Babies and Their Families in America's Largest Cities (1990-1998). Child Trends/KIDS COUNT Special Report.
PUB DATE- 01
NOTE- 299p.; For The Right Start: Conditions of Babies and Their Families (1999), see ED 437 483.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Blacks; *Child Health; Early Parenthood; Educational Attainment; Hispanic Americans; Poverty; Premature Infants; *Prenatal Care; Racial Differences; Smoking; Tables (Data); *Urban Areas

In 1997, the District of Columbia enacted legislation implementing provisions of the 1996 federal welfare law, which includes a 5-year lifetime limit on welfare benefits. Families will begin reaching that limit in 2002. The District's welfare reform experience has been similar to that of other states. Welfare caseloads have fallen substantially, and a relatively high percentage of former welfare recipients are working. However, significant numbers of families have not left welfare and are approaching time limits. The District helps families move to employment and uses the federal law's flexibility to continue providing cash assistance to families who reach the time limit but do not earn sufficient income. This report describes: the District's welfare caseload trends; circumstances of former welfare recipients; the fact that the District is not unique in having many families nearing time limits; services the District provides to help long-term recipients move to work; what happens to families reaching the time limits; and how federal law gives states flexibility over time limit policies. As a large city, the District faces larger challenges than average in helping needy families move from welfare to work. Its welfare reform is hampered by delayed and incomplete implementation of some welfare reform components. (SM)

ED 451 299 UD 034 077

Perez, Christina
Equity Resource Guide: Weaving Gender Equity into Math Reform.
PUB DATE- 00
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Computer Uses in Education; *Educational Change; Elementary Secondary Education; *Equal Education; *Mathematics Education; *Sex Fairness; World Wide Web

This resource guide presents information on gender equity in mathematics education reform. The project focuses on how issues of gender, ethnicity, socioeconomic status, and language play out in the elementary reform math classroom. The guide is specifically geared toward staff developers and teachers who are implementing new mathematics curricula. The five sections are: (1) an annotated list of relevant research articles and books (education reform, learning patterns, overview, parents, pedagogy, psychology, and strategies for achieving equity); (2) an annotated list of organizations and projects of interest (Internet, CD-ROM, and video); (3) an annotated list of relevant Web sites and other electronic sources; (4) equity tools; and (5) a listing of equity workshops around the country. This guide is a work in progress, with additional sections coming in future months. (SM)

ED 451 300 UD 034 078

Roderick, Melissa; Nagaoka, Jenny; Bacon, Jen; Easton, John Q.
Update: Ending Social Promotion--Passing, Retention, and Achievement among Promoted and Retained Students, 1995-1999. Charting Reform in Chicago Series: Data Brief.
PUB DATE- 00
NOTE- 26p.; For Ending Social Promotion: Results from the First Two Years, see ED 439 214.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

ED 451 319 UD 034 100

High Schools Performance Indicators Profile, 1999-2000: Bronx Superintendency.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; Discipline; Dropout Rate; Educational Finance; English; English (Second Language); Graduation; *High Schools; Language Arts; Leadership; Mathematics Achievement; Parent Participation; Parent School Relationship; Reading Achievement; School Administration; Special Education; Student Characteristics; Suspension; Tables (Data); Teacher Certification; Teacher Recruitment; Urban Schools
IDENTIFIERS- *New York City Board of Education; *School Performance Indicators

This report presents data on high school performance indicators for the 1999-00 school year in Bronx, New York. Data are provided on: background; students (numbers and ethnicity); state accountability indicators in English and language arts (full cohort and seniors in the cohort); state accountability indicators in mathematics (full cohort); performance indicators for cohort graduation and dropout rates (4-year and 7-year outcomes); performance indicators for types of diplomas (4-year and 7-year outcomes); special education services (referral rates, decertifications from special education, rate of English language learner, or ELL, and non-ELL referrals, related services, counseling, and speech); ELLs (student performance and ELL student years in program); school discipline/climate (student incidents and suspensions); administration (attendance, cases issued, and police department incidents); fiscal management (timeliness of payments to vendors and textbook allocation); recruitment (percentage of certified teachers and change in percentage of certified teachers); community parent relationships (schools with leadership teams, schools with 50-percent parent membership on teams, and schools holding parent elections for teams); and regents cohort explanation (students assigned to the cohort and assessments that count toward meeting the English and mathematics examination requirements). (SM)

ED 451 320 UD 034 101

High Schools Performance Indicators Profile, 1999-2000: Brooklyn Superintendency.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; Discipline; Dropout Rate; Educational Finance; English; English (Second Language); Graduation; *High Schools; Language Arts; Leadership; Mathematics Achievement; Parent Participation; Parent School Relationship; Reading Achievement; School Administration; Special Education; Student Characteristics; Suspension; Tables (Data); Teacher Certification; Teacher Recruitment; Urban Schools
IDENTIFIERS- *New York City Board of Education; *School Performance Indicators

Bastick, Tony
A Motivation Model Describing the Career Choice of Teacher Trainees in Jamaica.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Biennial Conference of the International Study Association in Teachers and Teaching (9th, Dublin, Ireland, July 1999). For a related paper from the same author, see TM 032 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Altruism; *Career Choice; College Students; Foreign Countries; Higher Education; Incentives; Preservice Teacher Education; Preservice Teachers; *Student Motivation; *Teacher Attitudes; *Teaching (Occupation); Values
IDENTIFIERS- Jamaica

This paper reports on a survey of approximately one-third of Jamaican teachers in training. The study factor analyzed the motivations these trainees gave for choosing the teaching profession. Results are compared with those of the last major survey 10 years earlier. To determine some possible reasons, 130 students were interviewed by staff members from Jamaica's 8 teacher training colleges. The most prevalent reasons cited in these interviews were assembled into 11 statements that were then distributed to 1,444 teacher trainees across the island. The students represented all 3 years of teacher training and ranged in age from 16 to 52 years. Results show that the first three factors, accounting for 46.1% of the variance, described extrinsic, altruistic, and intrinsic motivations for choosing teaching. There was a counter intuitive difference between the Varian factor model for the motivations of male teacher trainees and female teacher trainees. (Contains 8 tables and 17 references.) (SLD)

ED 451 240 TM 032 468

Obiekwe, Jerry C.
An Item Response Theory Analysis of Palmore's Facts on Aging Quiz (FAQ) Using the Three Parameter Model.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Conference of the Association for Gerontology in Higher Education (27th, San Jose, CA, February 22-25, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); Attitude Measures; Educational Research; *Guessing (Tests); *Item Response Theory; Knowledge Level; *Multiple Choice Tests; Test Format; Test Use
IDENTIFIERS- *Facts on Aging Quiz (Palmore); Three Parameter Model

Palmore's Facts on Aging Quiz (FAQ) (E. Palmore, 1977) is an instrument that is used to educate, to measure learning, to test knowledge, to measure attitudes toward aging, and in research. A comparative analysis was performed between the FAQ I and its multiple choice version and the FAQ II and its multiple choice version in terms of their item difficulty, their discrimination indices, and their guessing parameters by applying the three parameter model of item response theory. The internal consistency of the instruments was also examined. In satisfaction levels. Parents of voucher recipients were more likely to be very satisfied with nearly every aspect of their schools than were parents of students in Cleveland public schools. Significant differences in satisfaction were noted for teacher skills, the teaching of values, school discipline, and class size. Test scores from two private schools with large enrollments of CSP students rose. School mobility rates for voucher recipients were similar to those of students in the public schools. (SM)

ED 451 261 UD 033 444

Seder, Richard C.
Balancing Accountability and Local Control: State Intervention for Financial and Academic Stability. Policy Study No. 268.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Educational Finance; Elementary Secondary Education; Intervention; *Low Achievement; Public Schools; *School Restructuring; State Regulation; State Standards; *Urban Schools
IDENTIFIERS- *State Takeovers

States have used a variety of strategies to address financial and educational bankruptcy in public school districts and schools. The results of these intervention strategies are ambiguous. Four approaches that have been used are: (1) district takeovers; (2) mayoral control; (3) third-party partnerships; and (4) reconstitution of schools. In all, 22 states have passed academic bankruptcy laws that hold school districts accountable for student results. Since the first state takeover in 1989, more than 25 interventions in school and district operations have been made across the United States. This evaluation shows that the track record of these accountability mechanisms is mixed. One takeover in West Virginia has been widely viewed as resulting in a turnaround, but takeovers in New Jersey have not brought districts up to state standards. State interventions typically return fiscal soundness to districts in 3 to 5 years, but student achievement often lags. Financial management techniques are standard and can be replicated, but student learning is not easily addressed by a single approach. Traditional intervention strategies lack the strategic innovation needed to improve student learning. New options must be made available to educators, parents, and students. The efforts toward school reform in Chicago, Illinois, and Chelsea, Massachusetts offer examples of some approaches that other schools and districts may use. An appendix describes state academic bankruptcy laws and lists state takeovers. (SLD)

ED 451 262 UD 033 997

Coles, H. Brent
Priorities for "The New American City." Mayors 2001.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; Economic Development; Educational Technology; Elementary Secondary Education; Federal

This report presents data for the nation's 50 largest cities for every year from 1990-98 on eight measures of a healthy start to life (teen births, repeat teen births, births to unmarried women, low maternal education, late or no prenatal care, smoking during pregnancy, low-birthweight births, and preterm births). It identifies cities that have seen notable improvements in specific measures and those that are performing much better than average. It expands on a 1999 report by updating data through 1998, providing annual data for each year back to 1990, offering a one-page narrative description of how each city fared during 1990-98, and publishing a companion book with state-level data. Findings reveal consistent disparity between birth outcomes in the 50 cities and those for the nation. Birth outcomes in the cities are not as good as those elsewhere. Children in the cities are more likely to experience each of five risks associated with negative child outcomes. While racial differences in birth outcomes exist, many actually reflect differences in income, education, and availability of effective services. Three appendixes include: cities ranked by indicator, 1998; definitions, data sources, and reporting issues; and primary contacts for state KIDS COUNT projects. (SM)

ED 451 281 UD 034 056

Borman, Geoffrey D.; Rachuba, Laura T.
Academic Success among Poor and Minority Students: An Analysis of Competing Models of School Effects.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary School Students; *Institutional Characteristics; Locus of Control; *Minority Group Children; *Poverty; Primary Education; *Resilience (Personality); School Effectiveness; Self Esteem; Student Attitudes
IDENTIFIERS- Peer Comparison

Based on national data from Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity, researchers identified individual characteristics that distinguished academically successful, or resilient, third grade students from minority and low socioeconomic status (SES) backgrounds from their less successful, or nonresilient, counterparts. They also formulated and tested four distinct models of the risk factors and resilience-promoting features of schools: the effective schools model, peer group comparison model, school resources model, and supportive school community model. Results suggest that minority students from low-SES backgrounds were exposed to greater risks and fewer resilience-promoting conditions than otherwise similar low-SES White students. Researchers conclude that minority students had poorer levels of internal locus of control and academic self-efficacy and were exposed to school environments that were less conducive to academic resilience. Greater engagement in academic activities, and internal locus of control, efficaciousness in math, a more positive outlook toward school, and a more positive self-esteem were characteristic of all low-SES students who achieved resilient outcomes. Some evidence suggests that effective school practices and an internal locus of control may be more important to the academic resilience of African Americans than for that of White and Latino students.

DESCRIPTORS- Academic Failure; Academic Standards; After School Programs; Elementary Secondary Education; *Grade Repetition; Grade 3; Grade 6; Grade 8; High Risk Students; *Social Promotion; Urban Schools
IDENTIFIERS- Chicago Public Schools IL

This report examines the performance of students facing the Chicago Public Schools (CPS) policy to end social promotion in 1999. As the third group to face CPS promotional test cutoffs, they received more programmatic support than previous students. An afterschool program was expanded considerably, and many more at-risk students were required to participate. Some schools received additional teachers to reduce class size and support retained students. In 1998-99, retained students had a third chance to meet the test score cutoff. This update examines whether 1999 students showed improved performance. It also adds a new year of data for students facing the policy in 1997. In 1999, passing rates improved in the three grades examined. Despite this, retention rates did not fall. More at-risk 6th and 8th graders raised their test scores during the school year. Improvement in 3rd grade passing rates may have related to increasing retention rates in earlier grades. Retained students struggled in their second time through the policy. Nearly one-third of retained 8th graders in 1997 dropped out by 1999. More students maintained positive test trajectories 2 years after promotion. Students retained in 1997 were doing no better than previously socially promoted students. (SM)

ED 451 301 UD 034 080

Miller, Virginia
The New Definition of Standards in American Education. Backgrounder No. 1427.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Standards; Basic Skills; *Education Work Relationship; Educational Quality; Elementary Secondary Education; Noncollege Bound Students; Vocational Education

The infusion of workforce education into K-12 education may be detrimental to American students. American schools should not emphasize practical skills at the expense of academic skills. Academic standards should focus on academic content, not workplace competencies. The major impetus for transforming academic standards came in the 1990s when the Secretary's Commission on Achieving Necessary Skills (SCANS) was convened. SCANS published a report identifying skills required in 21st century high-performance worksites. The report recommended integrating workplace competencies into core academic subjects. In 1994, Congress passed the School-to-Work Opportunities Act (STWOA) to address American education's failure to graduate people with marketable knowledge and skills. The STWOA embodied the central tenets of the school-to-work (STW) philosophy. To varying degrees, all 50 states have implemented STW. This report examines the problem with SCANS, noting the detrimental impact on students' basic academic education of integrating academic and vocational education. It discusses problems with STW and contextual learning, then examines work-based competencies in practice. After describing the Workforce Investment Act, it discusses a better approach to standards, concluding that retreating from teaching proficiency in

This report presents data on high school performance indicators for the 1999-00 school year in Brooklyn, New York. Data are provided on: background; students (numbers and ethnicity); state accountability indicators in English and language arts (full cohort and seniors in the cohort); state accountability indicators in mathematics (full cohort); performance indicators for cohort graduation and dropout rates (4-year and 7-year outcomes); performance indicators for types of diplomas (4-year and 7-year outcomes); special education services (referral rates, decertifications from special education, rate of English language learner, or ELL, and non-ELL referrals, related services, counseling, and speech); ELLs (student performance and ELL student years in program); school discipline/climate (student incidents and suspensions); administration (attendance, cases issued, and police department incidents); fiscal management (timeliness of payments to vendors and textbook allocation); recruitment (percentage of certified teachers and change in percentage of certified teachers); community parent relationships (schools with leadership teams, schools with 50-percent parent membership on teams, and schools holding parent elections for teams); and regents cohort explanation (students assigned to the cohort and assessments that count toward meeting the English and mathematics examination requirements). (SM)

ED 451 321 UD 034 102

High Schools Performance Indicators Profile, 1999-2000: Manhattan Superintendency.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; Discipline; Dropout Rate; Educational Finance; English; English (Second Language); Graduation; *High Schools; Language Arts; Leadership; Mathematics Achievement; Parent Participation; Parent School Relationship; Reading Achievement; School Administration; Special Education; Student Characteristics; Suspension; Tables (Data); Teacher Certification; Teacher Recruitment; Urban Schools
IDENTIFIERS- *New York City Board of Education; *School Performance Indicators

This report presents data on high school performance indicators for the 1999-00 school year in Manhattan, New York. Data are provided on: background; students (numbers and ethnicity); state accountability indicators in English and language arts (full cohort and seniors in the cohort); state accountability indicators in mathematics (full cohort); performance indicators for cohort graduation and dropout rates (4-year and 7-year outcomes); performance indicators for types of diplomas (4-year and 7-year outcomes); special education services (referral rates, decertifications from special education, rate of English language learner, or ELL, and non-ELL referrals, related services, counseling, and speech); ELLs (student performance and ELL student years in program); school discipline/climate (student incidents and suspensions); administration (attendance, cases issued, and police department incidents); fiscal management (timeliness of payments to vendors and textbook allocation); recruitment (percentage of certified teachers and change in percentage of certified teachers); community parent relationships (schools with leadership teams, schools with 50-percent parent membership on teams, and schools all, 995 college freshmen took a version of the test. The results show that on the average the items on the multiple choice version of FAQ I and the multiple choice version of FAQ II were more difficult than the items on the true or false version of either test. The reason for this is that the probability of guessing an item correctly was drastically reduced in the multiple choice versions. Items on all versions appeared to be equally discriminatory, except in the FAQ I. The internal consistency of all versions was very low, but the multiple choice version of the FAQ II appeared more reliable than its true or false version. The reverse was the case for the FAQ I. To lend more credence to the use of FAQ I and FAQ II as a teaching tool more revision and testing need to be done. In the meantime, the use of multiple choice versions is recommended since guessing is drastically reduced. (Contains 8 tables and 25 references.) (Author/SLD)

ED 451 241 TM 032 469

Fraas, John W.; Newman, Isadore
Testing Non-Nil Null Hypotheses Using Resampling Stats Add-In for Microsoft Excel.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Hypothesis Testing; *Statistical Significance
IDENTIFIERS- Microsoft Excel; *Nonnull Hypothesis; *Randomization

J. Frass and I. Newman (2000) proposed a hypothesis testing procedure that incorporated the following three key elements: (1) the establishment of a practical significance value; (2) the construction of a non-nil null hypothesis that incorporated the practical significance value; and (3) statistical testing of the non-nil null hypothesis with a randomization test. One of the difficulties researchers may encounter with this testing procedure is the implementation of the randomization test. This paper describes, through use of an example, how researchers can conduct a randomization test with relative ease with the use of the computer software Resampling Stats Add-in for Excel. In the final section of the paper, the randomization test results for the example data are compared to independent samples t-test results. The outcome of this comparison suggests that future investigation of the relative results of the two types of statistical tests may be beneficial to researchers. An appendix contains the computer program for the randomization test. (Contains 44 references.) (Author/SLD)

ED 451 242 TM 032 470

Inoue, Yukiko
Educational Research and Statistics: Examples of Questions and Answers.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Educational Research; Higher

Government; Government Role; Housing Needs; *Metropolitan Areas; *Neighborhoods; Parks; Safety; Transportation; *Urban Areas; Youth Programs
IDENTIFIERS- Access to Technology; Drug Policy; Environmental Policy

This report focuses on the scope and potential of the New American City, a term employed by entrepreneurial mayors who have forged partnerships with businesses, nonprofits, and other governmental entities to improve the quality of life in their cities. U.S. mayors believe that it is possible to strengthen and maintain the growth of the New American City by focusing on four areas: the well-being of the family; the livability of communities and neighborhoods; the education the workforce for the new millennium; and new infrastructure to connect metro economies. The U.S. Conference of Mayors established 10 priorities for working with the new administration and the 107th Congress as of 2001: drug control/public safety; rail system restoration; smart growth (housing, brownfields, transportation, infrastructure, and environment); smart cities/technology infrastructure/digital divide; human dignity/diversity; youth, education, and families in America's cities; technology in schools; workforce technology training; parks, open space, and arts; and airport enhancements. (SM)

ED 451 263   UD 034 023

Report from the Front Lines: What's Needed To Make New York's ESL and Bilingual Programs Succeed.
SPONS. AGENCY- Robert Sterling Clark Foundation, Inc., New York, NY.; Rockefeller Bros. Fund, New York, NY.
PUB DATE- 01
NOTE- 59p.; Also supported by J.P. Morgan.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; *Bilingual Education Programs; *Bilingual Students; Elementary Secondary Education; *English (Second Language); Faculty Development; Grade Repetition; Immigrants; Parent Teacher Cooperation; *Second Language Instruction; State Standards; Teacher Surveys
IDENTIFIERS- New York

This study surveyed 227 teachers of English Language Learners (ELLs) in New York City public schools about the adequacy of the school and classroom services provided to ELLs to help them meet the challenges of New York City's updated promotion and graduation standards. In addition to the teachers' surveys, the report compiles data from the New York City Board of Education as well as the New York State Department of Education. After describing ELLs in New York City, the updated standards, the educational outcomes of ELLs, and school factors that have been identified as barriers to school success for ELLs, the report presents survey findings. Overall, many bilingual teachers did not speak the same language as their students. Teachers reported problems with timely placement in appropriate classes and lack of coordination between English as a Second Language (ESL) and English language teachers. Teachers felt that: many students were at risk of being retained, and they were not getting the services they needed; support services were rarely provided to teachers; and school policies about summer school needed significant improvement. Teachers noted challenges in communicating with immigrant parents and desired services to aid communication. Recommendations include: ensure proper teacher training; create a citywide model curriculum for ELLs, The most powerful school characteristics for promoting resiliency were represented by the supportive school community model, which, unlike the other school models, included elements that actively shielded children from adversity. (Contains 38 references.) (Author/SM)

ED 451 282 UD 034 058

Stringfield, Sam; Datnow, Amanda; Borman, Geoffrey; Rachuba, Laura
National Evaluation of Core Knowledge Sequence Implementation. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 127p.; Sponsored by the Brown Foundation and the Walton Family Foundation.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Improvement; Elementary School Students; *Knowledge Level; Longitudinal Studies; Primary Education; Program Evaluation; Student Evaluation
IDENTIFIERS- *Core Knowledge Sequence; Student Engagement; Teacher Change

This paper describes a 3-year evaluation of Core Knowledge Sequence implementation in 12 schools nationwide. The Core Knowledge Sequence, a whole-school curricular reform model, provides a planned progression of specific topics to teach in language arts, history, geography, math, science, and fine arts for grades 4-6. The evaluation determined conditions under which Core Knowledge would achieve reasonably full implementation and the effects of Core Knowledge implementation in various contexts. Evaluation involved longitudinal case studies of schools (site visits, interviews, focus groups, observations, and teacher surveys). First and third graders in intervention and comparison schools completed basic skills and core knowledge testing at the beginning and end of the study. After 3 years, all 12 schools were still implementing the Core Knowledge Sequence, though only 10 authentically, and 9 had reached moderate or high implementation levels. Multilevel support for change was necessary for success. Implementing Core Knowledge helped make instruction more interesting and content-rich, provided curricular coherence, and helped increase teacher collaboration and professionalism. Core Knowledge effect sizes for all Core Knowledge test outcomes were large and educationally meaningful. When schools implemented the sequence with greater reliability and consistency, students achieved improved outcomes on all tests. (Contains 51 references.) (SM)

ED 451 283 UD 034 059

Shaul, Marnie S.
Public Education: Meeting the Needs of Students with Limited English Proficiency. Report to Congressional Requesters.
PUB DATE- 01
NOTE- 54p.; Additional contributions made by Eleanor L. Johnson, Benjamin F. Jordan, Jr., Malcolm Drewery, Behn Miller, Ellen Soltow, and Virginia Vanderlinde.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Civil Rights; Elementary Secondary Education; Equal

academic areas deprives America's youth of true critical thinking skills and reasoned judgement. (SM)

ED 451 302   UD 034 083

The PTA Story: A Century of Commitment to Children.
PUB DATE- 97
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Advocacy; Blacks; *Child Health; Child Safety; Educational History; Elementary Secondary Education; Females; Juvenile Justice; Mass Media; Parent Participation
IDENTIFIERS- National Congress of Parents and Teachers; *Parent Teacher Association

This book recounts the historical achievements of the National PTA and its sister organization, the National Congress of Colored Parents and Teachers. The PTA is the result of the hard work of such women as Phoebe Apperson Hearst and Alice McLellan Birney, founders of the original National Congress of Mothers, and Selma Sloan Butler, who, with the support of the National PTA, founded the National Congress of Colored Parents and Teachers. When the two organizations merged in 1970, so did their identical mission to improve children's lives. The book profiles these women's work on such issues as juvenile justice, kindergarten classes, child labor laws, hot lunch programs, car safety, the Salk polio vaccine, today's National Education Goals, and the PTA Web site. The book includes: "The Historical Setting"; "The Founding"; "The Early Years, 1900-1909: Schooling Parents"; "1910-1919: For the Health and Safety of Children"; "1920-1929: Be It Resolved"; "1930-1939: The Voice of the PTA--90 Years in Print"; "1940-1949: PTA On the Air"; "1950-1959: Monitoring the Media and the Message"; "1960-1969: Bringing Justice to Juveniles"; "1970-1979: Advocates in Action"; "1980-1989: The Reflections Program"; and "1990-1997: Celebrating a Century of Commitment to Children." (SM)

ED 451 303   UD 034 084

Henig, Jeffrey R.; Holyoke, Thomas T.; Lacireno-Paquet, Natalie; Moser, Michele
Growing Pains: An Evaluation of Charter Schools in the District of Columbia, 1999-2000.
SPONS. AGENCY- Eugene and Agnes E. Meyer Foundation, Washington, DC.
PUB DATE- 01
NOTE- 110p.; For Making a Choice, Making a Difference? An Evaluation of Charter Schools in the District of Columbia, see ED 443 899.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Charter Schools; Educational Change; Elementary Secondary Education; Enrollment Trends; Financial Support; Governance; Politics of Education; Public Schools; Urban Schools
IDENTIFIERS- *District of Columbia Public Schools

This report updates information on existing charter schools, the chartering authorities, and charter school support in the District of Columbia (DC), revisiting concerns raised in a previous report, discussing progress made toward resolution of problems, and addressing newly emerging issues. After an introduction and background, six sections examine: (1)

holding parent elections for teams); and regents cohort explanation (students assigned to the cohort and assessments that count toward meeting the English and mathematics examination requirements). (SM)

ED 451 322 UD 034 103

High Schools Performance Indicators Profile, 1999-2000: Queens Superintendency.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; Discipline; Dropout Rate; Educational Finance; English; English (Second Language); Graduation; *High Schools; Language Arts; Leadership; Mathematics Achievement; Parent Participation; Parent School Relationship; Reading Achievement; School Administration; Special Education; Student Characteristics; Suspension; Tables (Data); Teacher Certification; Teacher Recruitment; Urban Schools
IDENTIFIERS- *New York City Board of Education; *School Performance Indicators

This report presents data on high school performance indicators for the 1999-00 school year in Queens, New York. Data are provided on: background; students (numbers and ethnicity); state accountability indicators in English and language arts (full cohort and seniors in the cohort); state accountability indicators in mathematics (full cohort); performance indicators for cohort graduation and dropout rates (4-year and 7-year outcomes); performance indicators for types of diplomas (4-year and 7-year outcomes); special education services (referral rates, decertifications from special education, rate of English language learner, or ELL, and non-ELL referrals, related services, counseling, and speech); ELLs (student performance and ELL student years in program); school discipline/climate (student incidents and suspensions); administration (attendance, cases issued, and police department incidents); fiscal management (timeliness of payments to vendors and textbook allocation); recruitment (percentage of certified teachers and change in percentage of certified teachers); community parent relationships (schools with leadership teams, schools with 50-percent parent membership on teams, and schools holding parent elections for teams); and regents cohort explanation (students assigned to the cohort and assessments that count toward meeting the English and mathematics examination requirements). (SM)

ED 451 323 UD 034 104

High Schools Performance Indicators Profile, 1999-2000: Chancellor's District High Schools.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; Discipline; Dropout Rate; Educational Finance; English (Second Language); Graduation; *High Schools; Language Arts; Leadership; Mathematics Achievement; Parent Participation; Reading Achievement; School Administration; Special Education; Student Behavior; Student Characteristics; Suspension; Tables (Data); Teacher

Education; *Research Methodology; *Statistical Analysis

Some questions that might be asked of students with respect to educational research and related statistical analysis are presented with answers. The questions focus on: (1) the definition of operational variables; (2) null and research hypotheses; (3) the use of analysis of variance (ANOVA); (4) when ANOVA is appropriate; (5) whether statistical assumptions are reasonable; (6) the use of computer software in statistical analysis; (7) a hypothetical table of means; (8) the use of post hoc procedures; (9) significant results and causality; (10) research design and analysis for greater power; (11) regression analysis; (12) alternatives to ANOVA; and (13) appropriate analysis when the dependent variable can only be measured at the nominal level. Some additional questions are attached. (SLD)

ED 451 243 TM 032 471

Hanson, Bradley A.; Harris, Deborah J.; Pommerich, Mary; Sconing, James A.; Yi, Qing
Suggestions for the Evaluation and Use of Concordance Results. ACT Research Report Series.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Analysis; *Evaluation Methods; *Scores
IDENTIFIERS- *Concordance (Data); Linking Metrics

This paper discusses the evaluation and appropriate uses of concordances defined as linkages between scores on two tests that do not measure the same underlying construct. A conceptualization of score equivalence in terms of a latent variable model for test scores is presented. Two factors involved in evaluating the quality of a linkage of two scores are discussed: (1) the initial comparability of the scores; and (2) whether comparability is desired for scores of individual examinees or for score distributions. It is concluded that the only appropriate use of concordant scores of individuals is in situations where empirical evidence exists that the inferences made using concordant scores and the inferences made using actual scores are not too different. The use of concordant score distributions is likely to be less problematic than the use of concordant scores of individuals. Still, evidence should exist that a concordant score distribution does not differ greatly from the distribution of the actual scores in any population in which the concordance is used. Examples are presented to illustrate the evaluation and appropriate uses of concordances. (Contains 2 figures, 2 tables, and 14 references.) (Author/SLD)

ED 451 244 TM 032 472

Mikk, Jaan
Textbook: Research and Writing. Baltische Studien zur Erziehungs und Sozialwissenschaft, Band 3 (Baltic Studies for Education and Social Sciences, Volume 3).
PUB DATE- 00
NOTE- 426p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

and train teachers in its use; and expand teacher recruitment efforts targeting ESL and bilingual shortage areas. The teacher survey is appended. (SM)

ED 451 264 UD 034 031

Therrien, Melissa; Ramirez, Roberto R.
The Hispanic Population in the United States: Population Characteristics. Current Population Reports.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Groups; Census Figures; Educational Attainment; Employment Patterns; Family Size; Geographic Distribution; *Hispanic Americans; Poverty; Salaries; Tables (Data); Urban Areas

This report describes the United States' Hispanic population in 2000, profiling demographic and socioeconomic characteristics such as geographic distribution, age, educational attainment, earnings, and poverty status. These characteristics are compared with those of non-Hispanic whites, and because Hispanics are a heterogeneous group, variability within the Hispanic group is also discussed. Findings are based on data collected by the U.S. Census Bureau in the March 2000 Current Population Survey. Hispanics reported that their origin was Mexican, Puerto Rican, Cuban, Central American, or South American. Hispanics may be of any race. Approximately one in eight people in the United States is Hispanic in origin. Hispanics are more geographically concentrated than non-Hispanic whites and are more likely to live inside central cities of metropolitan areas. One in four foreign-born Hispanics is a naturalized citizen. Hispanics live in family homes that are larger than those of non-Hispanic whites. More than two in five Hispanics have not graduated from high school, and educational attainment varies. Hispanics are much more likely than non-Hispanic whites to be unemployed and to be impoverished. Hispanic workers earn less than non-Hispanic whites, and the groups have different occupational distributions. (SM)

ED 451 265 UD 034 033

Prevention of School Violence through Civic Education Curricula: Year One of a National Demonstration Program. Policy Research Project Report.
PUB DATE- 00
NOTE- 277p.; Project directed by Kenneth W. Tolo.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Community Involvement; Curriculum Development; Educational Environment; Elementary Secondary Education; Inservice Teacher Education; Parent Participation; Program Development; School Districts; *School Safety; *Violence
IDENTIFIERS- Risk Reduction

This report examines specific elements of the School Violence Prevention Demonstration Program (SVPDP) of the Center for Civic Education, providing data from an assessment of the first-year SVPDP implementation process. Chapter 1 examines the state

Education; *Language Proficiency; *Limited English Speaking; *Public Education; *Second Language Instruction
IDENTIFIERS- Office for Civil Rights

This report examines: how long children with limited English proficiency need to become proficient, what approaches are used to teach them, and what requirements the Office for Civil Rights (OCR) expects school districts to meet. Researchers reviewed available studies; talked to experts; reviewed Department of Education survey data; contacted 12 states with substantial concentrations of limited English proficiency students; conducted site visits in 10 school districts; interviewed OCR officials; reviewed case law and OCR memos; reviewed specific cases for each of five states; and surveyed all 293 districts that had entered into corrective action agreements with OCR to provide services to these students. There was no clear consensus on how much time students needed to become proficient in English. Time needed for proficiency depended on many factors (e.g., type of assistance and state definition of proficiency). English-based approaches were more common than bilingual instruction. Choice of program depended on such factors as percentage of students with limited English proficiency and students' family backgrounds. When OCR followed up on complaints or engaged in compliance reviews, it generally worked effectively with districts. Few districts changed their approach to teaching after OCR investigations. Survey methodology and data are appended. (SM)

ED 451 284 UD 034 060

Sanchez, Kathryn; Kellow, Tom; Ye, Renmin
A Comparison of Stanford Achievement Test (SAT-9) Performance across Grade, Gender, Ethnicity, and Educational Program Placement.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Instructional Program Divisions; *Racial Differences; *Scores; *Sex Differences; Standardized Tests; Student Evaluation; Urban Schools
IDENTIFIERS- *Stanford Achievement Tests

This study compared Stanford Achievement Test (SAT-9) academic subtest scores by students' grade, gender, and ethnicity and across different educational programs (e.g., Title I and special education). The study sample consisted of 144,701 students from public schools in a large city in the Southwest United States (grades 1-11). Raw data were taken from seven subject areas, and normal curve equivalents from these seven areas were selected as data elements. Students' information and academic scores were obtained from the same schools. Data analysis indicated that there were significant differences between scores by gender and ethnicity in all grades. Generally, female students' scores were significantly higher than male students' scores, especially in reading, language, and spelling. Females had higher math scores until grade 9. Male students had higher science scores. Across all grades, there were differences among ethnic groups. White and Asian students had higher scores than black and Hispanic students.

"Patterns of Demand and Supply: Enrollment and School Configurations"; (2) "Charter School Funding Issues"; (3) "Facilities Acquisition Issues"; (4) "Governance and Political Issues" (charter authorities, school-level board of trustees, and political advocacy and return to local educational home rule); (5) "Emerging Issues and Controversies" (whether they are producing better test scores and organizational stability); and (6) "Implications and Recommendations." Demand for charter schools remains strong, though the rate at which new schools are opening is declining. The types of curricula offered by charter schools remain somewhat varied, but most charters are offering a general liberal arts curriculum, with newer schools emphasizing math, sciences, computers, and technical skills oriented around career placement. Charter schools are located throughout the city and serve primarily minority, low-income students. Certain funding problems continue to plague them, and many are having difficulty accessing the buildings they want. Charter school students overall are not performing as well as DC public school students. Teacher and principal turnover is a serious problem for charter schools. Appended is a history of DC's charter school movement. (SM)

ED 451 304 UD 034 085

After-School Programs and Addressing Barriers to Learning: A Technical Aid Packet.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 01
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Learning; *After School Programs; Child Development; Community Programs; Day Care; Elementary Secondary Education; *Enrichment Activities; High Risk Students; School Recreational Programs

This technical aid packet provides information on the value of after-school programs in addressing students' barriers to success. It focuses on school-community collaborations and on opportunities for after-school involvement offered at school sites. The six chapters focus on the following: (1) "After-School Programs as Part of a Broad, School Wide Component to Address Barriers to Learning and Promote Healthy Development"; (2) "The Need for and Potential Benefits of After-School Programs"; (3) "Focus and Examples" (for students: enrichment programs, academic enhancement, and recreation; for the community: day care, adult learning and enrichment, recreation, and community building); (4) "Key Components of Successful Programs" (collaborative planning and monitoring; leadership, management, staff training, and support; and ongoing evaluation to improve outcomes); (5) "From Projects to Community-Wide Programs"; and (6) "Sources for Information for Planning and Funding" (agencies, reports, references, Internet documents, and Web sites). Two appendixes present a schoolwide component to address barriers to learning and a sample of effective after-school programs. (SM)

ED 451 305 UD 034 086

Certification; Teacher Recruitment; Urban Schools
IDENTIFIERS- *New York City Board of Education; *School Performance Indicators

This report presents data on high school performance indicators for the 1999-00 school year in Chancellor's District high schools. Data are provided on: background; students (numbers and ethnicity); state accountability indicators in English and language arts (full cohort and seniors in the cohort); state accountability indicators in mathematics (full cohort); performance indicators for cohort graduation and dropout rates (4-year and 7-year outcomes); special education services (referral rates, rate of English language learner, or ELL, and non-ELL referrals, related services, counseling, and speech); ELLs (student performance and ELL student years in program); school discipline/climate (student incidents and suspensions); administration (attendance and police department incidents); fiscal management (timeliness of payments to vendors and textbook allocation); recruitment (percentage of certified teachers and change in percentage of certified teachers); and community parent relationships (schools with leadership teams, schools with 50-percent parent membership on teams, and schools holding parent elections for teams). (SM)

ED 451 324 UD 034 105

High Schools Performance Indicators Profile, 1999-2000: Articulated Alternative.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; Discipline; Dropout Rate; Educational Finance; English (Second Language); Graduation; *High Schools; Language Arts; Leadership; Mathematics Achievement; Nontraditional Education; Parent Participation; Parent School Relationship; Reading Achievement; School Administration; Special Education; Student Characteristics; Suspension; Tables (Data); Teacher Certification; Teacher Recruitment; Urban Schools
IDENTIFIERS- *New York City Board of Education; *School Performance Indicators

This report presents data on high school performance indicators for the 1999-00 school year regarding the articulated alternative in New York City high schools. Data are provided on: background; students (numbers and ethnicity); state accountability indicators in English language arts (full cohort and seniors in the cohort); state accountability indicators in mathematics (full cohort); performance indicators for cohort graduation and dropout rates (4-year and 7-year outcomes); special education services (referral rates, rate of English language learner, or ELL, and non-ELL referrals, counseling, and speech); ELLs (student performance and ELL student years in program); school discipline/climate (student incidents and suspensions); administration (attendance and police department incidents); fiscal management (timeliness of payments to vendors and textbook allocation); recruitment (percentage of certified teachers and change in percentage of certified teachers); and community parent relationships (schools with leadership teams, schools with 50-percent parent membership on teams, and schools holding parent elections for teams). (SM)

ED 451 325 UD 034 106

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Software; *Educational Research; *Readability; Readability Formulas; Surveys; *Textbook Evaluation; Textbook Preparation; *Values; *Writing for Publication

This book is a guide to the evaluation and development of textbooks that focuses on the research on which they are based to the writing of the text. It also explores research into textbook effectiveness and provides an overview of the research in the field. The chapters are: (1) "Respondents' Opinions"; (2) "Evaluation of Textbooks by Experiments"; (3) "Analysis of Textbooks"; (4) "Readability Formulae"; (5) "Use of Computers in Textbook Writing and Analysis"; (6) "Suggestions for Comprehensive Writing"; (7) "Criteria for the Optimal Readability of a Text"; (8) "Interest a Text Can Offer"; (9) "Illustrations in Textbooks"; and (10) "Value Forming Aspects of Textbooks." Three appendixes contain information on the validity of methods for textbook analysis, readability formulae, and formulae for predicting text interest. (Contains 58 tables, 21 figures, and 578 references.) (SLD)

ED 451 245 TM 032 473

Kuhs, Therese M.; Johnson, Robert L.; Agruso, Susan A.; Monrad, Diane M.
Put to the Test: Tools and Techniques for Classroom Assessment.
PUB DATE- 01
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Educational Assessment; *Educational Testing; Elementary Secondary Education; *Evaluation Methods; Learning; Portfolio Assessment; Portfolios (Background Materials); *Scoring; *Student Evaluation; *Test Construction
IDENTIFIERS- Monitoring

This book explains the range of assessment techniques that monitor learning effectively. It provides step-by-step procedures for a standards-based approach to classroom assessment and strategies for aligning curriculum, instruction, and assessment. Examples show how to implement each form of assessment. The chapters are: (1) "An Overview of Assessment"; (2) "Observation"; (3) "Performance Tasks: In-Depth Assessment of Learning"; (4) "Guides to Scoring Student Work: Checklists and Rubrics"; (5) "Selected Response Items"; (6) "Assessment Portfolios"; (7) "Interviews: Classroom Conversations To Assess Learning"; and (8) "A Multifaceted Assessment System." An appendix lists some Web sites related to classroom assessment. (Contains 47 figures and 52 references.) (SLD)

ED 451 246 TM 032 474

Ediger, Marlow
Surveys, Research, and the Reading Curriculum.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

of violence prevention and civic education in American schools. Chapter 2 outlines the 1999-00 SVPDP research strategy and design, the program's first-year implementation plan, and the challenges of balancing the SVPDP's implementation and research objectives. Chapter 3 profiles the seven first-year SVPDP pilot districts, highlighting characteristics shaping the program's implementation in each district. Chapters 4-8 assess the seven pilot sites' first year implementation, identifying the influence of several classroom, school, school district, and community factors: SVPDP site coordinators and site evaluators; SVPDP teachers and teacher training workshops; SVPDP curricular materials and culminating activities; the physical, instructional, and policy environments of the SVPDP classrooms and schools; and SVPDP-related school district, parent, and community factors. Chapter 9 concludes by affirming the importance of curriculum-based civic education programs such as the SVPDP, recommending key action steps to support the sound, long-term use of civic education curricular materials for school violence prevention. Five appendixes contain questionnaires and curriculum outlines. (SM)

ED 451 266   UD 034 034

ELL Subcommittee Research Studies Progress Report.
PUB DATE- 00
NOTE- 272p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Elementary Secondary Education; *English (Second Language); Immigrants; *Language Minorities; Language Proficiency; Program Effectiveness; Special Needs Students; Student Characteristics; Teacher Characteristics
IDENTIFIERS- New York City Board of Education

This report describes six studies on the educational progress of students who entered New York City public schools as non-native English speakers, or English language learners (ELLs). Studies examined number of years students were served in bilingual/English as a Second Language (ESL) programs; characteristics of students receiving these services; the longitudinal progress of ELL students; student performance after program completion; ELL high school performance; characteristics of ELLs who came to English speaking schools with little or no formal schooling, who received bilingual/ESL services for several years, and who entered mainstream monolingual classes within 3 years; and characteristics of ELLs' teachers. Although most districts showed relatively low percentages of ELLs who had been served for over 6 years, some showed substantial numbers of long-term ELLs. Bilingual/ELL programs were especially effective for ELLs entering school in kindergarten and grade 1. Relatively strong English and home-language proficiency contributed to ability to meet program exit standards. Late-entry ELLs who reached program exit standards were highly successful in completing high school. ELLs who entered New York City middle schools as sixth graders were far less likely to reach the program exit standard than those who entered in elementary school. Consistency of programmatic approach was significant in determining exit rates. ELL students may require such accommodations as extended time and/or expanded after school tutorials to meet current graduation requirements. (SM)

SAT-9 scores differed significantly by program and subtest. The Texas Assessment of Academic Skills (TAAS) was selected to measure academic achievement. The results indicated that the prediction rates of TAAS by SAT-9 in reading and math were substantial. The prediction rates of science and social studies were lower. (Contains 10 references.) (SM)

ED 451 285 UD 034 062

Capps, Randy
Hardship among Children of Immigrants: Findings from the 1999 National Survey of America's Families. New Federalism: National Survey of America's Families, Series B, No. B-29.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Jesse Stuart Foundation, Ashland, KY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Family Income; Health Insurance; Housing; Hunger; *Immigrants; Medical Services; *Poverty; State Programs; Welfare Services
IDENTIFIERS- California; Colorado; Florida; Massachusetts; New Jersey; New York; Texas; Washington

This report assesses hardship among children of immigrants nationwide and in states with large immigrant populations (California, Colorado, Florida, Massachusetts, New Jersey, New York, Texas, and Washington). Data from the 1999 National Survey of America's Families show that hardship is greater for children of immigrants than for the children of U.S. natives. In 1998, nearly one-quarter of all children of immigrants lived in poverty compared with 16 percent of children of natives. Nationwide, 37 percent of all children of immigrants lived in families dealing with difficulties affording food, compared with 27 percent of children of natives. Texas, Florida, and Colorado had the most immigrants with food concerns, and all three provided relatively limited assistance for immigrants ineligible for food stamps. Children of immigrants were more than twice as likely as children of natives to live in families paying over 50 percent of their income for housing, and they were more than four times as likely to live in crowded housing. Texas and Florida had the highest uninsured rates for children of immigrants and the least generous health insurance program for immigrants. Nationally, 22 percent of children of immigrants were uninsured, more than twice the rate for children of natives. Children of immigrants were also more than three times as likely to lack a usual source of health care and more than twice as likely to be in fair or poor health. (Contains 14 references.) (SM)

ED 451 286 UD 034 063

Newmann, Fred M.; Smith, BetsAnn; Allensworth, Elaine; Bryk, Anthony S.
School Instructional Program Coherence: Benefits and Challenges. Improving Chicago's Schools.
PUB DATE- 01
NOTE- 60p.; A report of the Chicago Annenberg Research Project.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Coherence; *Educational Improvement; Educational Quality; Elementary Education; Instructional Leadership; Principals; School Restructuring; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This report is part of a series of special topic reports developed by the Chicago Annenberg Research Project to document key issues and problems affecting the Chicago Annenberg Challenge and the improvement of Chicago public schools in general. The report introduces the concept of instructional program coherence and explains why schools whose improvement efforts show strong coherence are more likely to advance. It presents research showing that students in Chicago elementary schools with stronger program coherence have higher gains in academic achievement. It also shares observations on how, in specific schools, principals, external partners, and other agencies direct, or fail to direct, key school resources toward more coherent instruction. It ends by discussing factors within the educational system that discourage instructional program coherence, suggesting ways that school leaders, school improvement partners, and policymakers can bring about instructional coherence that will reward their school improvement efforts. Five chapters present: (1) "The Problem: Too Many Unrelated, Unsustained 'Improvement' Programs"; (2) "What Is Instructional Program Coherence?" (3) "Is Instructional Program Coherence Related to Student Achievement: Survey Results"; (4) "Organizing Instructional Program Coherence in Schools: Field Study Results"; and (6) "Interpretive Summary." Overall, research shows that schools ranking high on instructional program coherence have stronger principal leadership, while lower ranking schools allow teachers more individual autonomy and the discretion to select their own curriculum materials and strategies for instruction and assessment. An appendix presents the statistical analysis. (Contains 43 references.) (SM)

ED 451 306 UD 034 007

Varpalotai, Anike; Doherty, Alison
Girls' Sports and Physical Activities in the Community: An Inclusive Vision for the New Millennium.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Urban Girls: Entering the New Millennium Conference (Buffalo, NY, April 14-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Females; Foreign Countries; *Gender Issues; Politics of Education; Public Policy; Recreational Activities; *School Community Relationship; Social Change; *Womens Athletics

A Report on the Results of the CTB-Reading Test (CTB-R) Administration in New York City, Including the Results of the State Grade Four English Language Arts (ELA) Test.
PUB DATE- 00
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; English (Second Language); *Language Arts; *Reading Achievement; Special Education; Standardized Tests; *State Standards; Student Evaluation; Tables (Data); Urban Schools
IDENTIFIERS- *New York City Board of Education

This paper presents results from the 2000 Citywide Reading Tests (CTB-R) for New York City public school students grades 3, 5, 6, and 7, comparing results with 1999 test results. Overall, more students met the new, rigorous standards for English and language arts (ELA) in 2000. When combined with data for the grade 4 State ELA, the percentage of students in grades 3-7 scoring above ELA standards increased by 5.9 points. The percentage of students scoring in level 1 (not proficient) on the CTB-R decreased by 6.2 points. The percentage of students scoring in levels 3 and 4 increased in every community school district and the Chancellor's district. The percentage of students scoring in level 1 decreased in every community school district. The Chancellor's district showed the largest decrease. A first time, longitudinal analysis of scores of the same students tested in 1999 and 2000 showed large increases in all grades. Students held over in grade made extremely large gains (between 20 and 35 mean scale scores). Students in Schools Under Registration Review showed large increases in CTB-R and state ELA scores combined. Scores improved for English language learners (ELLs) and former ELLs now in mainstream classes. (SM)

ED 451 326 UD 034 107

A Report on the Results of the CTB-Mathematics Test (CTB-M) Administration in New York City.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; English (Second Language); *Mathematics Achievement; Standardized Tests; *State Standards; Student Evaluation; Tables (Data); Urban Schools
IDENTIFIERS- *New York City Board of Education

This paper presents results from the 2000 administration of the Citywide Mathematics Tests (CTB-M) for New York City public school students in grades 3, 5, 6, and 7, comparing data with results from the 1999 CTB-M. Overall, schools made progress in lifting students out of level 1 (the lowest proficiency level). Over 7,000 fewer students scored in level 1 in 2000 than in 1999. The largest decrease in students scoring in level 1 was achieved by schools in the Chancellor's district. Modest improvement was shown in the percentage of students meeting or exceeding the new, rigorous mathematics standards in 2000, with over 5,000 students meeting or exceeding all standards for their grade level between 1999-00. Longitudinal analysis of mathematics scores showed that students who were held over in grade made extremely large gains in mean scale scores; more

(120)
DESCRIPTORS- *Curriculum; *Educational Improvement; Elementary Secondary Education; *Reading; Research Methodology; School Districts; *Surveys

One kind of research that may be used to improve the reading curriculum is the survey. Such a survey should be sent to all school district patrons. A specially designated committee should determine the items to be included in the survey, and a qualified editorial committee should write the survey items in their final form. Researchers will then be able to tell what is important to respondents in their school area or the entire school district. Many different approaches are available for teaching reading, and respondents may be asked their preference, just as they are asked their opinions about the time to be allotted for reading instruction. Another question is how to use the survey results. Survey results can give educators a better idea of the community's needs for curriculum development. (SLD)

ED 451 247   TM 032 475

Bastick, Tony
A Method of Assessing Quality Teaching To Create a Positive Institutional Teaching and Learning Culture.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Conference of the Institute for the Study of Postsecondary Pedagogy (Ellenville, NY, November 1998). For related papers by the same author, see TM 032 457, TM 032 462, TM 032 476, and TM 032 478.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *College Faculty; College Students; Competence; *Evaluation Methods; Foreign Countries; Higher Education; Professional Development; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Attitudes
IDENTIFIERS- Jamaica

This paper presents an alternative means of assessing faculty teaching that can be used by administrators. This method has been derived from in-depth faculty and student interviews, and its criterion of quality has been validated with empirical data through computer sensitivity analysis. The assessment process has been successfully tested in clinical teaching trials. Interviews with faculty have identified that their implicit expectations for professional development can be described in terms of technical skills, professional competence, and professional attitudes. In practice, lecturers explain these three skill areas to their students and describe how students will be taught and assessed. Students are asked to rate the lecturer on these three areas, and then the lecturer rates himself or herself. The indicator of effective teaching, that the students and the lecturer are working toward the same changes, is measured by the change expected from the students subtracted from the change expected by the lecturer. A "zero" is the score that indicates perfect alignment. This method promotes a positive teaching and learning culture by encouraging teaching and learning that promotes students' critical and evaluative thinking. (Contains 31 references.) (SLD)

ED 451 248   TM 032 476

ED 451 267   UD 034 038

Peebles, Lucretia
Charter School Equity Issues: Focus on Minority and At-Risk Students. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Admission (School); *Charter Schools; Elementary Secondary Education; Enrollment Trends; *Equal Education; *High Risk Students; *Minority Group Children; Racial Segregation; *School Choice; Student Recruitment

This report examines equity issues at charter schools serving predominantly minority or at-risk students. Increasing charter school enrollments of such students indicates the popularity of this choice for disadvantaged populations. Overall, charter schools enroll larger percentages of minority students than public schools. Advocates note that charter schools can revitalize deteriorating public schools and provide choice to disadvantaged families. Charter schools are generally smaller, are newly created, have a distinct curricular focus, and offer personalized learning environments. They value teacher empowerment, professional fulfillment, and innovation. Critics claim, however, that students most at risk of academic failure are being placed in untested, unregulated schools and that choice has created more deeply segregated schools than the schools from which students exited. Policymakers must create safeguards regarding charter school curriculum, recruitment, and admissions. Some states hesitate to implement charter school reform because of concerns for the lack of definitive research demonstrating effectiveness, possibilities of racial segregation, academic quality of specialized schools, and syphoning academically stronger students and students from higher socioeconomic levels. Though charter schools often enroll large numbers of underserved students, they have become more segregated than traditional schools. Some states have laws about diversity in charter school enrollment. Policymakers must be aware of culturally biased recruitment strategies. They must review the quality of charter school curricula, monitor student enrollment, and ensure that all students understand their range of options. (Contains 26 references.) (SM)

ED 451 268   UD 034 039

Denton, David R.
Finding Alternatives to Failure: Can States End Social Promotion and Reduce Retention Rates?
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Failure; Educational Policy; Elementary Secondary Education; *Grade Repetition; High Risk Students; Parent Participation; Reading Skills; *Social Promotion; Student Evaluation; Summer Schools; Teacher Competencies
IDENTIFIERS- North Carolina; State Policy; Texas

The Other America: Homeless Families in the Shadow of the New Economy. Family Homelessness in Kentucky, Tennessee and the Carolinas. A Report of Homes for the Homeless.
PUB DATE- 00
NOTE- 5p.; Supported by Volunteers of America. Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; Children; Elementary Secondary Education; *Homeless People; Mental Health; Parents; *Poverty; State Aid; Welfare Services
IDENTIFIERS- Kentucky; North Carolina; South Carolina; Tennessee; *Working Poor

This report describes a survey of homeless families from shelters in Kentucky, Tennessee, and the Carolinas. The typical family included a 32-year-old single woman with two young children who was more likely to be African American, had a high school education, and had a 50-50 chance of being employed. Most children attended preschool, most were enrolled in school, and 15 percent repeated grades. The main reason families became homeless was finances. Costs of basic family needs exceeded income in most working families. Nearly 20 percent said lack of affordable child care was the main reason for not working. Over 40 percent of parents were working. Nearly half were on waiting lists for Section 8 rental subsidies. Many did not receive traditional forms of government assistance. Parents struggled with long-standing effects of childhood poverty, substance abuse, and domestic violence. Homelessness negatively affected child health. About 17 percent of parents said their children became sad, depressed, or anxious, and 18 percent said their children became angry and aggressive since becoming homeless. Over half of the children had changed schools twice in the last year. Nearly one in three missed over 10 days of school. (SM)

ED 451 287   UD 034 065

Brouillette, Matthew J.
School Choice in Michigan: A Primer for Freedom in Education. A Guide for Exercising Parents' Rights and Responsibilities To Direct the Education of Their Children. A Mackinac Center Report.
PUB DATE- 99
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Charter Schools; Educational History; Educational Vouchers; Elementary Secondary Education; Government Role; *Parent Responsibility; *Parent Rights; Public Education; *School Choice; State Government; Tax Credits
IDENTIFIERS- *Michigan

This primer explains school choice, historically reviewing the origins and growth of tax-funded schools nationwide and how they became synonymous with public education. It examines the rise of government-funded and operated schools in Michigan through the efforts of Isaac Crary and John Pierce and describes the negative effects of a 1970 state constitutional amendment that severely restricts parents' ability to exercise school choice. The primer demonstrates the failure of many past

IDENTIFIERS- Canada

The Gender Equity in Recreation Services Policy for the City of London (Ontario, Canada, November 1996) was the first municipal policy of its kind in Canada. It followed the development of the Sport Canada Policy on Women in Sport and the Ontario Policy on Full and Fair Access for Women and Girls in Sport and Physical Activity. It resulted from initiatives by a local advocacy group, Females Active In Recreation (FAIR), which involved local educators, coaches, public health workers, recreation leaders, and parents. It was initiated after research found a three-to-one ratio of male to female participants across all sports. This paper critiques past approaches to gender equity in sports, reexamining contradictory notions behind liberal theories of equity, which rely heavily on traditional political and legal processes and policymaking. Models of school-community collaboration are noted. The paper describes the theoretical framework, highlighting liberal feminist, post-liberal, and poststructuralist theories. It also discusses the importance of interorganizational collaboration. It concludes that London's Gender Equity Policy has resulted in progress and new levels of community awareness, but there are still questions about the extent of structural change and growth in diversity and inclusion. (Contains 26 references.) (SM)

ED 451 307 UD 034 088

Kim, Irene
Risk Factors and Interventions for Domestic Violence among Asian Americans.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Urban Girls: Entering the New Millennium Conference (Buffalo, NY, April 14-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; *Battered Women; Crisis Intervention; *Cultural Influences; Family Programs; Family Structure; *Family Violence; Immigrants

This paper discusses domestic violence, examining its epidemiology for the general population and for two Asian American groups. It reviews data from 16 empirical studies on domestic violence among Asian American women. Qualitative studies stress the impact of family ties, family honor, and shame; religious values; fear of the legal system; and racism and minority status. Quantitative studies show that wife abuse relates to length of residency, acculturation level, status inconsistency, traditionalism, rigid adherence to sex role performance, partner's alcohol use, and lack of social contact. Research indicates that Asian American women are unable to leave abusive situations. The 1994 Violence Against Women Act helps undocumented battered women petition for their own permanent resident status. Evidence shows that mental health services are underutilized for domestic violence issues among Asian American women, and it notes the need for culturally sensitive interventions, outreach, and treatments for battered Asian American women. The paper reviews research on interventions, including battered women's shelters, crisis hotlines, support groups, and legal advocacy, as well as more focused clinical treatments (unilateral, bilateral, and dyadic). It examines advantages and disadvantages of family systems interventions for domestic violence, noting the paucity than 1 year's growth in achievement. Students in Schools Under Registration Review showed improvement on the CTB-M, with the percentage scoring in level 1 decreasing by 6.3 percentage points. Scores also improved for English language learners (ELLs) and former ELLs who were now in mainstream classes. (SM)

ED 451 327   UD 034 108

A Report on the Results of the State Grade 4 English Language Arts Test in New York City.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *English; *Grade 4; Intermediate Grades; *Language Arts; *Language Skills; Standardized Tests; *State Standards; *Student Evaluation; Urban Schools
IDENTIFIERS- *New York City Board of Education

This report summarizes results for the second administration of the State Grade 4 English Language Arts (ELA) assessment for New York City public schools in February 2000, comparing 2000 results with results from the 1999 administration of the Grade 4 ELA and from New York state overall and other cities nationwide. Performance of New York City's fourth graders rose by 9 scale score points in 2000. This gain was larger than that achieved by other large cities, though it was lower than the state overall. The percentage of students scoring in level 1 (below basic) declined. The percentage of students scoring in level 3 (proficient) and level 4 (advanced) increased by 9 percentage points, compared to 7 points for other large cities. Almost 7,500 more New York City fourth graders met the state ELA standards in 2000 than 1999. All community school districts and the Chancellor's district showed gains in both mean scale scores and percentage of students in levels 3 and 4. The performance of New York City Schools Under Registration Review also improved. There were improvements in the scores of New York City's English language learners (ELLs) and students who were formerly ELLs. (SM)

Bastick, Tony
A Technique for Improving Institutional Learning Culture by Monitoring the Quality of Teaching.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the European Association for Institutional Research (21st, Lund, Sweden, August 1999). For related papers by the same author, see TM 032 475, TM 032 457, TM 032 462, and TM 032 478.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *College Faculty; College Students; Competence; *Evaluation Methods; Foreign Countries; Higher Education; Professional Development; *School Culture; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Attitudes
IDENTIFIERS- Jamaica

This paper presents an alternative means of assessing faculty teaching that can be used by administrators. This method has been derived from in-depth faculty and student interviews, and its criterion of quality has been validated with empirical data through computer sensitivity analysis. The assessment process has been successfully tested in clinical teaching trials. Interviews with faculty have identified that their implicit expectations for professional development can be described in terms of technical skills, professional competence, and professional attitudes. This Three Ability Framework (3AF) is explained to the students by the lecturer, who is then rated by the students on each of these abilities. The lecturer rates himself or herself on the same abilities, and the alignment between the self-rating and the students' ratings is used as a measure of the effectiveness of teaching. The indicator of effective teaching is that the students and the instructor are working toward the same changes. This method promotes a positive teaching and learning culture in direct and indirect ways as it encourages teaching that promotes students' critical and evaluative thinking and high standards in technical skills and professional values. (Contains 33 references.) (SLD)

ED 451 249   TM 032 477

Bastick, Tony
An Investigation of Ausubel's Assumption That Students Use Instructional Objectives as Advance Organisers.
PUB DATE- 99
NOTE- 9p.; Paper presented at the European Conference for Research in Learning and Instruction (8th, Goteborg, Sweden, August 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; *Educational Objectives; Foreign Countries; *Instructional Effectiveness; Secondary Education; *Secondary School Students; Student Attitudes

This study investigated the assumption that students use instructional objectives as advance organizers. This assumption, developed by D. Ausubel (1968), is appealing to instructors, but has been difficult to test experimentally. Participants in this study were 8 teachers from 4 different ethnic groups applying the design in 2 lessons for 4 subjects

This paper suggests that since neither grade retention nor social promotion work, there must be an alternative between these two extremes. Successful efforts to end these practices should: identify student problems as early as possible; intervene as soon as problems are identified; design the extra help around each student's needs; and have strong quality controls and monitoring. Data are presented on: what is known about retention rates; variations in state promotion and retention policies; how retention and social promotion leave children behind; Texas' approach to supporting at-risk students; the importance of learning to read in preventing failure; keys to preventing failure; the effect of teacher quality; the need for extra time during the school year for targeted interventions; state policies on grade promotion and retention; one North Carolina county's efforts; the use of continual assessment to prevent failure; getting parents and communities involved; the impact of high quality summer school; what research says about the effects of retention; and the responsibility of schools to help all children succeed. (SM)

ED 451 269 UD 034 040

Creech, Joseph D.
Reducing Dropout Rates. Educational Benchmark 2000 Series.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Analysis; Dropout Prevention; *Dropout Rate; Dropout Research; *Dropouts; Educational Policy; Secondary Education; State Programs; *Student Attrition
IDENTIFIERS- Southern Regional Education Board

This report describes and compares different methods used to calculate and report dropout rates; discusses advantages and disadvantages of each method; explains what is known about dropout students; and outlines actions states are taking to reduce dropout rates. Data are presented on whether dropout rates are lower now than in the 1980s in Southern Regional Education Board states and on dropout rates by state: percentage of ninth graders who do not graduate within 5 years; percentage of 9th-12th graders who leave school without a diploma each year; percentage of 9th graders not enrolled in 12th grade 4 years later; percentage of teens who are not high school graduates and not enrolled in school; and percentage of young adults who complete high school. The paper also examines who drops out in terms of race/ethnicity and gender and why and state actions to reduce further dropout rates. These practices include: establishing comprehensive plans, holding schools accountable for dropout rates, providing assistance to local schools and districts, establishing policies encouraging school attendance and completion, and establishing dropout recovery programs. The final section discusses strategies that work (e.g., identify students at risk early and provide interventions, prepare students for school transitions, and involve parents). (SM)

ED 451 270 UD 034 041

Urban Learner Framework Inquiry Guide: Essential Elements of Effective Systemic Reform in Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

and present education reforms, including ever-increasing funding, to significantly improve the quality of government education, and it explains different types of school choice (including intra- and inter-district choice, charter schools, tuition vouchers, and tax credits). Finally, it evaluates the progress of school choice programs available nationwide; identifies individuals and organizations who support, oppose, or are ambivalent to greater school choice in Michigan; and outlines strategic plans that parents and other concerned citizens can follow to get involved in efforts to improve education through greater school choice. Appendixes include a glossary, a sample illustration of how to advocate for school choice with letters to the editor of local newspapers, and a list of where to go for more information on this and other education issues. (Contains 175 endnotes.) (SM)

ED 451 288   UD 034 066

Greene, Jay P.
The Cost of Remedial Education: How Much Michigan Pays When Students Fail To Learn Basic Skills. Estimates of the Annual Economic Cost to Businesses, Colleges, and Universities To Counteract Employees' and Students' Lack of Basic Reading, Writing, and Arithmetic Skills. A Mackinac Center Report.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *Educational Economics; Employers; High Risk Students; High Schools; Higher Education; *Remedial Instruction
IDENTIFIERS- *Michigan

This report calculates the financial costs incurred by Michigan businesses and institutions of higher education when students leave high school without learning the basic skills. Five different strategies are used for determining this cost, they are: direct expenditures for remedial education by Michigan institutions of higher education and employers; re-calculating the cost to employers; the cost of producing a successful high school graduate; using National Assessment of Education Progress scores to estimate the number of students lacking basic skills; and including a return on investment. The report conservatively estimates that the Michigan economy suffers a total annual loss of between $311 million and $1.5 billion. The best estimate, from averaging the results from all five calculation strategies, is $601 million per year. The report discusses the best estimate of the economic cost of remediation, examines why so many students require remedial education, and considers what can be done. The three appendixes include: "Educational Failure and the Need for Remediation: The Human Cost" (Thomas F. Bertonneau); "The Problem is Clear, but Solutions May Vary" (David W. Breneman); and "Additional Costs, Causes, and Policy Implications of Remedial Education" (Herbert J. Walberg). (SM)

ED 451 289   UD 034 067

Beales, Janet R.; Bertonneau, Thomas F.
Do Private Schools Serve Difficult-To-Educate Students? Analysis and Michigan Case Studies of How Nongovernment Schools Educate Disabled, At-Risk, and Incarcerated Youth. A Mackinac Center

of research in this area. (Contains 32 references.) (SM)

ED 451 308 UD 034 089

Weis, Lois
Learning To Speak Out in an Abstinence Based Sex Education Group: Gender and Race Work in an Urban Magnet School.
PUB DATE- 98
NOTE- 38p.; Written with Doris Carbonell-Medina.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comprehensive School Health Education; Group Instruction; Magnet Schools; Secondary Education; Self Esteem; *Sex Education; Sexual Abuse; Sexual Harassment; *Sexuality; Social Bias; Stereotypes; Student Empowerment; Urban Schools
IDENTIFIERS- *Abstinence; Identity Formation; Risk Reduction

This paper describes an abstinence-based sex education group for diverse girls in grades 7-12 in an urban magnet school. Data were gathered from a within-school program, My Bottom Line, which was designed to prevent or delay the onset of sexual activity, build self-esteem, and increase young women's self-sufficiency through an abstinence based, gender specific prevention program that students attend voluntarily. The program runs for 15 weeks and promotes abstinence in relationships, even after girls have had sexual relationships. It teaches that girls have control of their bodies and should not accept male control or abuse. A cornerstone of the sex education group is confidentiality, which allows girls to bare secrets without fear of recrimination or gossip. The girls weave a form of collective strength that goes beyond individual abstinence. This group offers a place where trite social stereotypes are contested. Girls learn that women ought not be victims. Working through sensitive cross-race issues also encourages more open attitudes toward racial issues in general. (Contains 27 references.) (SM)

ED 451 309 UD 034 090

McQuillan, Jeff
The "Poor Quality" of Bilingual Education Research: Compared to What?
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Educational Research; Elementary Secondary Education; Research Methodology
IDENTIFIERS- *Research Quality

Critics of bilingual education claim that research supporting native language instruction is weak, a claim that has been echoed by some prominent supporters of bilingual education. This claim has had a damaging effect on the political fate of bilingual education in some states. This paper argues that the primary metric used to support this critique, the percentage of research studies meta-analysts consider methodologically acceptable, is a vague and not widely-accepted approach for weighing the quality of research. Data for the study come from taught in rural and urban schools to 492 students aged 13 to 19 years. Students in the experimental condition were given four instructional objectives at the start of each class, and asked to mark the one objective not covered at the end of each session. The inability to identity that an instructional objective was not used in the lesson was taken as evidence that the student did not use the objective as an advance organizer. Results show that 29.8% of students with the best recall ability (students who were able to remember all four objectives) could not tell which objective was not used, and therefore did not use the objectives as a conscious strategy for advance organization of the lesson material. (Contains 2 tables and 40 references.) (SLD)

ED 451 250 TM 032 478

Bastick, Tony
An Alternative Method of Measuring Teacher Quality.
PUB DATE- 99
NOTE- 10p.; Paper presented at the European Conference for Research in Learning and Instruction (8th, Goteborg, Sweden, August 1999). For related papers by the same author, see TM 032 457, TM 032 462, 032 475, and 032 478.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *College Faculty; College Students; Competence; *Evaluation Methods; Foreign Countries; Higher Education; Professional Development; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Attitudes
IDENTIFIERS- Jamaica

This paper presents an alternative to student questionnaires for the evaluation of teaching quality, which is defined as maximizing students' academic attainment and the satisfaction of students and the lecturer with the course. The approach aligns students' and the teacher's expectations for change during the course. Previous research has identified three fundamental abilities that lecturers seek to change during the course: (1) technical skills; (2) professional competence; and (3) professional attitudes. A Three Ability Framework (3AF) has been developed to compare students' assessments of the change in these three abilities with the instructor's perceptions of change. The alignment between these evaluations, expressed as the result of subtracting student-rated change from lecturer-rated change, is a figure that can be used as the effective teaching score. To use the 3AF in practice, lecturers explain the abilities to their students, and then ask for ratings at desired time points during the course. This method promotes a positive teaching and learning culture in direct and indirect ways. (Contains 33 references.) (SLD)

ED 451 251 TM 032 479

Bastick, Tony
Accountable Individual Assessment for Cooperative Performance Assignments.
PUB DATE- 99
NOTE- 9p.; Paper presented at the European Conference for Research in Learning and Instruction (8th, Goteborg, Sweden, August 1999). For related papers, see TM 032 456, TM 032 460, and TM 032 481.

PUB DATE- 00
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Educational Environment; Educational Resources; Elementary Secondary Education; Faculty Development; Institutional Mission; Instructional Leadership; Parent Participation; School Organization; Student Evaluation; Teaching Methods; *Urban Education
IDENTIFIERS- Student Support Services; *Systemic Change

This guide presents research-based practices and elements that are essential to effective systemic reform, especially as such reform relates to the needs, challenges, and context of urban schools. It is designed to enable school leadership teams to develop, review, and revise school plans that focus on the elements of effective educational leadership, teaching, and learning. This guide is intended to be used as a formal review with external technical assistance providers, or as a school self-review. Topics, highlighted as elements, have been constructed and expanded from various components of the nine criteria emphasized in Comprehensive School Reform work. As each criterion was examined, indicators were designed to help urban schools engage in in-depth conversations about internal and external research-based effective strategies often ignored by already overburdened urban school teams. Each item in the inquiry guide has performance indicators that describe the school's characteristics in relation to performance standards identified in educational research literature as essential for effective educational practice. The essential elements are: school mission/philosophy; school climate; school organization; curriculum and instruction; assessment; professional development; instructional resources; parent/family involvement; support services; and external and physical resources. (SM)

ED 451 271 UD 034 042

Modarres, Ali
Two Decades of Immigration: Has the Sky Fallen Yet? Pat Brown Institute of Public Affairs State of Immigration Report. Volume 1.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Asian Americans; Demography; *Immigration; *Migration Patterns; Sex Differences; Tables (Data)
IDENTIFIERS- California

This report provides a demographic analysis of immigration to the United States and California, using information from the Immigration and Naturalization Service annual reports and digital database for 1990-98. It features details on the Asian immigrant population for the 1990s. From 1820-1998, about 62 million immigrants came to America. Nearly 20 percent of them who ever came arrived from 1980-98. The nearly seven million immigrants who arrived between 1990-98 are largely from Latin America, Asia, and Europe. New immigrants are mainly female and

Report.
PUB DATE- 97
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Charter Schools; *Correctional Education; Disabilities; Dropout Prevention; Educational Finance; Educational Policy; Elementary Secondary Education; *High Risk Students; Home Schooling; Inclusive Schools; *Private Schools; Program Evaluation; *Special Education; State Legislation; Student Evaluation
IDENTIFIERS- Incarcerated Youth

Though conventional public schools enroll the vast majority of difficult-to-educate students, many such students who are not accepted by public schools end up at private schools. This report describes the role of private institutions in educating these students, incorporating case studies and analyzing various institutional arrangements. Part 1 introduces the subject; describes private programs (special education programs for students with disabilities, education for at-risk students, and education for incarcerated youth); and discusses alternative arrangements (charter schools, full inclusion, and cooperative agreements). Part 2 focuses on program analysis (performance measures, financial accountability, and student access) and policy issues (cost drivers, implications for school choice, and private schools, special education, and the courts). Part 3 looks at case studies of six Michigan facilities to indicate the diversity and capability of Michigan's nongovernment providers of education for difficult-to-educate students. Four appendixes present data on: financial incentives; states with legislation allowing public schools to contract for alternative education for at-risk students; defining characteristics of educational placements; and service providers and key contacts. (Contains 144 endnotes.) (SM)

ED 451 290   UD 034 068

McLain, Barbara
Evaluation of the HOPE Act: New State Services for Street Youth. Interim Report.
PUB DATE- 01
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Homeless People; Residential Institutions; *Runaways; Social Services; State Legislation; Youth Problems; *Youth Programs
IDENTIFIERS- Washington

This report reviews the effectiveness of Washington's HOPE Centers and Responsible Living Skills Programs (RLSPs) and reports findings and recommendations. In 1999, state legislators enacted the HOPE Act, which created these two services. HOPE Centers are temporary residential facilities where street youth can stay for 30 days while being evaluated for appropriate placement, education, and treatment services, including family reconciliation. RLSPs provide residential placement and transitional living services to state dependent youth age 16-18 years whose other foster care placements were unsuccessful. The report provides the following information about HOPE Centers and RLSPs: legislative intent; implementation update; characteristics of youth served

prominent research reviews in the field of education and social sciences and from a random sample of empirical literature reviews from two major journals of research reviews. This paper suggests that the percentage of studies found methodologically acceptable in bilingual education research is not very different from similar federally funded research in education and the social sciences. It notes that there is little basis for comparison for bilingual education research and other psychology- and education-related literatures, since percentages of methodologically acceptable studies are rarely reported in research reviews. It concludes that higher quality research is necessary but should not be viewed in isolation to real-world constraints on such endeavors. (Contains 10 references.) (SM)

ED 451 310   UD 034 091

Dorfman, Lori; Schiraldi, Vincent
Off Balance: Youth, Race & Crime in the News. Building Blocks for Youth.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; Rockefeller Foundation, New York, NY.; Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; Grant (W.T.) Foundation, New York, NY.; Open Society Inst., New York, NY.; Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 01
NOTE- 57p.; Also produced by the Berkeley Media Studies Group, a project of the Public Health Institute. Partners in the Building Blocks for Youth initiative are the Youth Law Center, American Bar Association Juvenile Justice Center, Center on Juvenile and Criminal Justice, Juvenile Law Center, Minorities in Law Enforcement, National Council on Crime and Delinquency and Pretrial Services Resource Center.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Blacks; Broadcast Journalism; *Crime; Mass Media Role; *Minority Groups; *News Reporting; *Racial Bias; Stereotypes; Television; Violence; Youth Problems

This report assesses findings from content analyses on crime news, investigating whether news coverage reflects actual crime trends; how news coverage depicts minorities and crime; and whether news coverage disproportionately depicts minority youth as perpetrators. Data came from searches of criminal justice and communications databases, which yielded 77 articles appropriate for the study. Findings were summarized and condensed, then compared to findings about crime trends reported by law enforcement agencies. Most studies analyzed newspapers, followed by local television. Overall, findings show that depictions of crime in the news are not reflective of either the rate of crime generally, the proportion of violent crime, the proportion of crime committed by people of color, or the proportion of crime committed by youth. The news media, particularly television news, consistently underrepresent white perpetrators and overrepresent minority perpetrators in violent crime stories. Crime is depicted as a series of distinct events unrelated to any broader context. Crime, especially violent crime, is reported out of proportion to its actual occurrence. Few studies examine portrayals of youth on the news. Recommendations for the news media and for child advocates, youth groups, and civil rights organizations are presented.

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Questions and Answers about Provisions in the Individuals with Disabilities Education Act Amendments of 1997 Related to Students with Disabilities and State and District-Wide Assessments. Memorandum.	16p.	L1	ED 450 521

(053) Guides - Non-Classroom (Continued)

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(101) Computer Programs

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(110) Numerical/Quantitative Data

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(132) Reference Materials - Directories/Catalogs

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(143) Reports - Research (Continued)

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AA - ERIC Processing and Reference Facility

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CE - Adult, Career, and Vocational Education

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CG - Counseling and Student Services

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SP - Teaching and Teaching Education

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EA - Educational Management

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TM - Assessment and Evaluation

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TM032451	ED451223
TM032452	ED451224
TM032453	ED451225
TM032454	ED451226
TM032455	ED451227
TM032456	ED451228
TM032457	ED451229
TM032458	ED451230
TM032459	ED451231
TM032460	ED451232
TM032461	ED451233
TM032462	ED451234
TM032463	ED451235
TM032464	ED451236
TM032465	ED451237
TM032466	ED451238
TM032467	ED451239
TM032468	ED451240
TM032469	ED451241
TM032470	ED451242

EA030838	ED450449//
EA030839	ED450450
EA030840	ED450451
EA030841	ED450452
EA030843	ED450453
EA030844	ED450454//
EA030872	ED450455
EA030873	ED450456//
EA030874	ED450457//
EA030875	ED450458
EA030877	ED450459
EA030878	ED450460
EA030879	ED450461
EA030880	ED450462
EA030881	ED450463
EA030884	ED450464//
EA030885	ED450465
EA030886	ED450466
EA030888	ED450467
EA030889	ED450468
EA030890	ED450469
EA030891	ED450470
EA030892	ED450471
EA030893	ED450472
EA030894	ED450473
EA030895	ED450474
EA030909	ED450475
EA030910	ED450476
EA030911	ED450477
EA030912	ED450478
EA030913	ED450479
EA030914	ED450480
EA030915	ED450481
EA030916	ED450482
EA030917	ED450483
EA030918	ED450484
EA030919	ED450485
EA030920	ED450486
EA030921	ED450487
EA030922	ED450488
EA030923	ED450489

EC - Disabilities and Gifted Education

EC308201	ED450490
EC308245	ED450491
EC308246	ED450492
EC308247	ED450493
EC308249	ED450494
EC308250	ED450495
EC308251	ED450496
EC308252	ED450497//
EC308253	ED450498
EC308254	ED450499//
EC308256	ED450500
EC308257	ED450501
EC308258	ED450502
EC308259	ED450503
EC308260	ED450504
EC308262	ED450505
EC308263	ED450506//
EC308264	ED450507
EC308265	ED450508
EC308266	ED450509

TM032471	ED451243
TM032472	ED451244//
TM032473	ED451245//
TM032474	ED451246
TM032475	ED451247
TM032476	ED451248
TM032477	ED451249
TM032478	ED451250
TM032479	ED451251
TM032480	ED451252
TM032481	ED451253
TM032482	ED451254
TM032483	ED451255
TM032484	ED451256
TM032485	ED451257
TM032486	ED451258
TM032514	ED451259

UD - Urban Education

UD033233	ED451260
UD033444	ED451261
UD033997	ED451262
UD034023	ED451263
UD034031	ED451264
UD034033	ED451265
UD034034	ED451266
UD034038	ED451267
UD034039	ED451268
UD034040	ED451269
UD034041	ED451270
UD034042	ED451271
UD034043	ED451272
UD034044	ED451273//
UD034045	ED451274//
UD034046	ED451275//
UD034047	ED451276//
UD034048	ED451277
UD034053	ED451278//
UD034054	ED451279//
UD034055	ED451280
UD034056	ED451281
UD034058	ED451282
UD034059	ED451283
UD034060	ED451284
UD034062	ED451285
UD034063	ED451286
UD034065	ED451287
UD034066	ED451288
UD034067	ED451289
UD034068	ED451290
UD034069	ED451291
UD034070	ED451292
UD034071	ED451293
UD034072	ED451294
UD034073	ED451295
UD034074	ED451296//
UD034075	ED451297
UD034076	ED451298
UD034077	ED451299
UD034078	ED451300
UD034080	ED451301
UD034083	ED451302
UD034084	ED451303

EC308267	ED450510
EC308268	ED450511
EC308269	ED450512
EC308270	ED450513
EC308271	ED450514
EC308272	ED450515
EC308273	ED450516
EC308274	ED450517
EC308275	ED450518
EC308276	ED450519
EC308277	ED450520
EC308278	ED450521
EC308279	ED450522
EC308280	ED450523
EC308281	ED450524
EC308282	ED450525
EC308283	ED450526
EC308284	ED450527
EC308285	ED450528
EC308286	ED450529
EC308288	ED450530
EC308289	ED450531
EC308290	ED450532
EC308291	ED450533
EC308292	ED450534
EC308293	ED450535
EC308294	ED450536//
EC308295	ED450537//
EC308296	ED450538
EC308297	ED450539
EC308298	ED450540
EC308299	ED450541
EC308301	ED450542
EC308302	ED450543

EF - Eric Facility

EF005729	ED450544
EF005790	ED450545
EF005807	ED450546
EF005840	ED450547
EF005845	ED450548
EF005852	ED450549
EF005855	ED450550
EF005857	ED450551
EF005858	ED450552
EF005859	ED450553
EF005860	ED450554
EF005862	ED450555
EF005863	ED450556
EF005875	ED450557
EF005939	ED450558
EF005940	ED450559

FL - Language and Linguistics

FL026185	ED450560
FL026186	ED450561
FL026187	ED450562
FL026188	ED450563
FL026189	ED450564
FL026415	ED450565
FL026416	ED450566
FL026417	ED450567

UD034085	ED451304
UD034086	ED451305
UD034087	ED451306
UD034088	ED451307
UD034089	ED451308
UD034090	ED451309
UD034091	ED451310
UD034092	ED451311
UD034093	ED451312
UD034094	ED451313
UD034095	ED451314
UD034096	ED451315
UD034097	ED451316
UD034098	ED451317
UD034099	ED451318
UD034100	ED451319
UD034101	ED451320
UD034102	ED451321
UD034103	ED451322
UD034104	ED451323
UD034105	ED451324
UD034106	ED451325
UD034107	ED451326
UD034108	ED451327

FL026418	ED450568
FL026419	ED450569
FL026420	ED450570
FL026421	ED450571
FL026506	ED450572
FL026507	ED450573
FL026508	ED450574
FL026509	ED450575
FL026510	ED450576
FL026511	ED450577
FL026512	ED450578
FL026513	ED450579
FL026596	ED450580//
FL026597	ED450581
FL026598	ED450582
FL026599	ED450583//
FL026600	ED450584//
FL026601	ED450585
FL026602	ED450586
FL026603	ED450587
FL026604	ED450588
FL026606	ED450589
FL026607	ED450590
FL026608	ED450591
FL026609	ED450592
FL026610	ED450593
FL026611	ED450594//
FL026612	ED450595
FL026615	ED450596
FL026616	ED450597
FL026617	ED450598
FL026618	ED450599
FL026619	ED450600//
FL026621	ED450601
FL026622	ED450602
FL026623	ED450603//
FL026624	ED450604//
FL026625	ED450605//
FL026626	ED450606//
FL026627	ED450607
FL801422	ED450608
FL801423	ED450609
FL801424	ED450610
FL801425	ED450611
FL801426	ED450612
FL801427	ED450613
FL801428	ED450614
FL801429	ED450615//
FL801430	ED450616//

HE - Higher Education

HE033789	ED450617//
HE033790	ED450618//
HE033791	ED450619
HE033792	ED450620
HE033793	ED450621
HE033794	ED450622
HE033795	ED450623
HE033796	ED450624
HE033798	ED450625
HE033799	ED450626
HE033800	ED450627
HE033801	ED450628

HE033804	ED450629
HE033805	ED450630
HE033806	ED450631
HE033807	ED450632
HE033808	ED450633
HE033809	ED450634
HE033810	ED450635
HE033811	ED450636
HE033812	ED450637//
HE033813	ED450638
HE033814	ED450639
HE033815	ED450640
HE033816	ED450641
HE033817	ED450642//
HE033818	ED450643//
HE033819	ED450644//
HE033820	ED450645
HE033821	ED450646
HE033823	ED450647
HE033824	ED450648
HE033825	ED450649
HE033826	ED450650
HE033827	ED450651
HE033828	ED450652
HE033829	ED450653
HE033830	ED450654
HE033831	ED450655
HE033832	ED450656
HE033833	ED450657
HE033834	ED450658
HE033835	ED450659
HE033836	ED450660
HE033837	ED450661
HE033838	ED450662
HE033839	ED450663//
HE033840	ED450664
HE033841	ED450665
HE033842	ED450666
HE033843	ED450667
HE033844	ED450668
HE033845	ED450669
HE033846	ED450670
HE033847	ED450671
HE033848	ED450672
HE033849	ED450673
HE033850	ED450674
HE033851	ED450675
HE033852	ED450676
HE033853	ED450677
HE033854	ED450678
HE033855	ED450679
HE033856	ED450680

IR - Information and Technology

IR020102	ED450681//
IR020106	ED450682//
IR020107	ED450683//
IR020108	ED450684//
IR020109	ED450685
IR020304	ED450686//
IR020322	ED450687//
IR020323	ED450688
IR020333	ED450689//

IR020338	ED450690//
IR020341	ED450691//
IR020540	ED450692
IR020545	ED450693//
IR020550	ED450694//
IR020555	ED450695//
IR020576	ED450696
IR020577	ED450697
IR020578	ED450698
IR020580	ED450699
IR020581	ED450700
IR020582	ED450701
IR020583	ED450702
IR020584	ED450703
IR020585	ED450704
IR020586	ED450705
IR020587	ED450706
IR020588	ED450707
IR020589	ED450708
IR020590	ED450709
IR020591	ED450710
IR020592	ED450711
IR020593	ED450712
IR020594	ED450713
IR020595	ED450714
IR020596	ED450715
IR020597	ED450716
IR020598	ED450717
IR020599	ED450718
IR020600	ED450719
IR020601	ED450720
IR020602	ED450721
IR020603	ED450722
IR020636	ED450723
IR057884	ED450724//
IR057981	ED450725
IR057982	ED450726
IR057983	ED450727
IR057984	ED450728
IR057985	ED450729
IR057986	ED450730
IR057987	ED450731
IR057988	ED450732
IR057989	ED450733
IR057990	ED450734
IR057991	ED450735
IR057992	ED450736
IR057993	ED450737
IR057994	ED450738
IR057995	ED450739
IR057996	ED450740
IR057997	ED450741
IR057998	ED450742
IR057999	ED450743
IR058000	ED450744
IR058001	ED450745
IR058002	ED450746
IR058003	ED450747
IR058004	ED450748
IR058005	ED450749
IR058006	ED450750
IR058007	ED450751
IR058008	ED450752
IR058009	ED450753

IR058010	ED450754
IR058011	ED450755
IR058012	ED450756
IR058013	ED450757
IR058014	ED450758
IR058015	ED450759
IR058016	ED450760
IR058017	ED450761
IR058018	ED450762
IR058019	ED450763
IR058020	ED450764
IR058021	ED450765
IR058022	ED450766
IR058023	ED450767
IR058024	ED450768
IR058025	ED450769
IR058026	ED450770
IR058027	ED450771
IR058028	ED450772
IR058029	ED450773
IR058030	ED450774
IR058031	ED450775
IR058032	ED450776
IR058033	ED450777
IR058034	ED450778
IR058035	ED450779
IR058036	ED450780
IR058037	ED450781
IR058038	ED450782
IR058039	ED450783
IR058040	ED450784
IR058041	ED450785
IR058042	ED450786
IR058043	ED450787
IR058044	ED450788
IR058045	ED450789
IR058046	ED450790
IR058047	ED450791
IR058048	ED450792
IR058049	ED450793
IR058050	ED450794
IR058051	ED450795
IR058052	ED450796
IR058053	ED450797
IR058054	ED450798
IR058067	ED450799
IR058068	ED450800
IR058069	ED450801
IR058070	ED450802
IR058071	ED450803
IR058072	ED450804//
IR058075	ED450805//
IR058076	ED450806
IR058077	ED450807
IR058079	ED450808
IR058081	ED450809
IR058084	ED450810
IR058085	ED450811
IR058086	ED450812
IR058103	ED450813
IR058105	ED450814

JC - Community Colleges

JC010115	ED450815
JC010190	ED450816
JC010191	ED450817
JC010192	ED450818
JC010193	ED450819
JC010194	ED450820
JC010195	FD450821
JC010196	ED450822
JC010197	ED450823
JC010198	ED450824
JC010199	ED450825//
JC010200	ED450826//
JC010201	ED450827//
JC010202	ED450828
JC010204	ED450829
JC010205	ED450830
JC010206	ED450831
JC010207	ED450832
JC010208	ED450833
JC010209	ED450834
JC010210	ED450835
JC010211	ED450836
JC010213	ED450837
JC010214	ED450838
JC010215	ED450839
JC010216	ED450840
JC010217	ED450841
JC010218	ED450842
JC010219	ED450843
JC010220	ED450844
JC010221	ED450845
JC010222	ED450846
JC010223	ED450847
JC010224	ED450848
JC010228	ED450849
JC010231	ED450850
JC010234	ED450851
JC010236	ED450852
JC010237	ED450853
JC010238	ED450854
JC010239	ED450855
JC010241	ED450856//
JC010242	ED450857
JC010243	ED450858
JC010245	ED450859
JC010246	ED450860
JC010250	ED450861
JC010251	ED450862
JC010252	ED450863
JC010253	ED450864
JC010254	ED450865
JC010255	ED450866

PS - Elementary and Early Childhood Education

PS026680	ED450867
PS027555	ED450868
PS028472	ED450869
PS028473	ED450870
PS028612	ED450871
PS028893	ED450872
PS028928	ED450873
PS028962	ED450874
PS029037	ED450875

PS029077	ED450876
PS029150	ED450877
PS029187	ED450878
PS029203	ED450879
PS029211	ED450880
PS029214	ED450881
PS029222	ED450882
PS029224	ED450883
PS029225	ED450884
PS029226	ED450885//
PS029227	ED450886
PS029228	ED450887
PS029229	ED450888
PS029231	ED450889
PS029232	ED450890
PS029233	ED450891
PS029234	ED450892
PS029235	ED450893
PS029236	ED450894
PS029237	ED450895
PS029238	ED450896
PS029239	ED450897
PS029240	ED450898
PS029241	ED450899
PS029242	ED450900
PS029243	ED450901
PS029244	ED450902
PS029245	ED450903//
PS029246	ED450904
PS029247	ED450905//
PS029248	ED450906
PS029249	ED450907
PS029250	ED450908
PS029251	ED450909
PS029252	ED450910
PS029253	ED450911//
PS029254	ED450912
PS029255	ED450913
PS029256	ED450914
PS029257	ED450915
PS029258	ED450916
PS029259	ED450917
PS029260	ED450918
PS029261	ED450919
PS029262	ED450920
PS029263	ED450921
PS029264	ED450922
PS029265	ED450923
PS029266	ED450924
PS029267	ED450925
PS029268	ED450926
PS029269	ED450927
PS029270	ED450928
PS029271	ED450929//
PS029272	ED450930//
PS029275	ED450931
PS029276	ED450932
PS029280	ED450933
PS029281	ED450934//
PS029282	ED450935
PS029283	ED450936
PS029284	ED450937
PS029285	ED450938
PS029286	ED450939//

PS029287	ED450940
PS029288	ED450941
PS029289	ED450942//
PS029291	ED450943
PS029292	ED450944
PS029293	ED450945
PS029294	ED450946
PS029295	ED450947
PS029296	ED450948//
PS029297	ED450949//
PS029298	ED450950
PS029299	ED450951
PS029300	ED450952
PS029303	ED450953
PS029304	ED450954
PS029305	ED450955
PS029306	ED450956
PS029310	ED450957
PS029311	ED450958
PS029312	ED450959
PS029313	ED450960
PS029314	ED450961//
PS029315	ED450962
PS029316	ED450963
PS029317	ED450964
PS029318	ED450965
PS029320	ED450966
PS029321	ED450967
PS029322	ED450968
PS029323	ED450969
PS029324	ED450970
PS029325	ED450971
PS029326	ED450972//

RC - Rural Education and Small Schools

RC022144	ED450973
RC022145	ED450974
RC022431	ED450975
RC022778	ED450976
RC022780	ED450977
RC022782	ED450978
RC022783	ED450979
RC022787	ED450980
RC022819	ED450981
RC022823	ED450982
RC022826	ED450983
RC022827	ED450984
RC022828	ED450985
RC022829	ED450986
RC022832	ED450987
RC022833	ED450988
RC022834	ED450989
RC022835	ED450990
RC022836	ED450991
RC022837	ED450992
RC022840	ED450993

RC - Rural Education and Small Schools (continue)

RC022844	ED450994
RC022845	ED450995
RC022851	ED450996
RC022852	ED450997
RC022854	ED450998